SAFETY Education

OCTOBER 1957

Two Sections · Section One

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



3,257 SCHOOLS WIN CERTIFICATES IN THE NATIONAL SCHOOL SAFETY HONOR ROLL

See Page 23

EDITOR'S NOTEBOOK . . .

These past few weeks have been hectic ones for Dolores Olander, the "Girl Friday" of the National School Safety Honor Roll. On Dolores's pretty shoulders rests all the detail work of the Honor Roll, which includes receiving and processing the thousands of Honor Roll check lists from schools all over the nation who enter the program, handling all the correspondence and, finally, typing up school names on 3,257 certificates which this year were awarded. In case you haven't already guessed, Dolores is the girl on our cover this month. She is shown as she busily prepared the certificates for mailing. Incidentally, "Doe" was named *Miss Green Cross of 1956.*

Dolores's job has been a big one, but she's not complaining. The fact that the National School Safety Honor Roll gets larger every year is a source of real satisfaction to everyone who has an interest in school safety. This year there is an increase of *31 per cent* in schools which have received this high honor, an increase which is interpreted as an important sign of the increased interest educators are taking in preparing the *whole* child to live safely and happily in a world which is growing rapidly more tense, more automatized, more hazardous—physically and psychologically—than the one we know now.

This, then, is the annual National School Safety Honor Roll issue of SAFETY EDUCATION Magazine. We in the National Safety Council are proud to present to you, on pages 24 through 36, the names of the 3,257 Honor Roll schools throughout the country that are making a real effort at educating children for safe living. If your school isn't listed, we hope you will send for an Honor Roll check list and study the requirements—then enter—this important activity.

Whether you are on the Honor Roll or not, you will be interested in the other school safety activities noted throughout the pages of this magazine. There is something for you whether you specialize in elementary, secondary or college education—something of value, which, we hope, will be of help in planning well-integrated programs of safety education which will decrease the accident rate in your school or school system.

Have you made your plans to attend the School and College sessions of the 45th National Safety Congress, to be held at Chicago's Morrison Hotel from October 21 to 25? It is the one meeting, all year, at which you may meet other safety educators from all over the nation in a common approach to the accident problems in our schools today. Read the article about the coming Congress on page eight, and make your reservation—*now!* We'll be seeing you there!

BEVERLY THOMPSON

NATIONAL SAFETY COUNCIL
CHARTERED BY THE CONGRESS OF THE UNITED STATES

W. S. S. RODGERS, Chairman of the Trustees. (Former Chairman, The Texas Company, New York.)

WALTER A. STEWART, Chairman, Board of Directors. (Trustee and Former President, American Optical Company, Southbridge, Mass.)

NED H. DEARBORN, President.

GEORGE C. STEWART, Executive Vice President.

LOWELL B. FISHER, Vice President for Schools and Colleges.

R. L. FORNEY, Secretary.

WAYNE P. HUGHES, Director, School and College Division.

NORVAL BURCH, Editorial Director, Council Publications.

SCHOOL AND COLLEGE SECTIONS AND COMMITTEES

Safety Education Supervisors Section

Chairman: CECIL ZAUN, Supervisor of Safety, Los Angeles City Schools, Los Angeles, Calif.

Driver Education Section

Chairman: EDWARD ABRAMOSKI, Safety Coordinator, Erie School System, Erie, Pennsylvania.

Standard Student Accident Report Committee

Chairman: THELMA REED, Principal, Frances Willard School, Kansas City, Mo.

School Transportation Committee

Chairman: W. T. EDGREN, Supervisor, State Department of Public Instruction, Des Moines, Ia.

School Plant Planning Committee

Chairman: THOMAS J. HIGGINS, Director, Division of School Building Survey, Chicago Public Schools, Chicago, Ill.

Judges Committee National School Safety Honor Roll

Chairman: FORREST E. LONG, Professor of Education, School of Education, New York University, N. Y., N. Y.

Advisory Committee Safety Education Magazine

Chairman: MAY HAZARD, Safety Sponsor, Copernicus Jr. High School, Hamtramck, Mich.; John Hill, Director, Workmen's Compensation Insurance, Texas A & M College System, College Station, Texas; Avis P. Moore, Social Studies Dept., National College of Education, Evanston, Ill.; Forst E. Lowery, Mgr., Greater Minneapolis Safety Council, Minneapolis, Minn.; Lewis Clark, Safety Director, Lansing, Mich., public schools; Stanley McKee, Prin., Lincoln School, Highland Park, Ill.; Mrs. Jack C. Greig, member-at-large and past president, Indiana Congress of P.T.A.


NEVER
play
with
FIRE!



© NATIONAL SAFETY COUNCIL CHICAGO • PRINTED IN U. S. A.

S-1118-A





DON'T LAMENT—

Instead, PREVENT!

© NATIONAL SAFETY COUNCIL CHICAGO • PRINTED IN U. S. A.

S-1119-A

SCHOOL AND COLLEGE CONFERENCE—1956-57

Zenas R. Clark, Chairman

E. R. Abramoski • Dale Auck
Dewey Barich • W. W. Bauer
Frank Bennett • Mrs. P. D. Bevil
Fred L. Biester • Norman E. Borgerson
Iris Boulton • Earl H. Breon
• Robert W. Broughton •
C. L. Brownell • Percy Bugbee
Lowell Burkett • J. R. Christian
Price E. Clark • Walter A. Cutter
M. R. Darlington, Jr. • C. DeMent
J. Duke Elkow • Evan Evans
Lowell B. Fisher • C. W. Foster
Don Gavit • Mrs. Lillian Gilliland
Lonnie Gilliland • Norman Gore
P. E. Harrison, Jr. • W. G. Hazard
Fred V. Hein • Donald M. Higgins
Thomas J. Higgins • John W. Hill
F. G. Hochwalt • Mildred Horton
Wayne P. Hughes • Harold K. Jack
Stephen James • George Jennings
K. Richard Johnson • Mrs. H. Knandel
Mrs. Fred Knight • Dalibor Kralovec
Harold Lillie • Forrest E. Long
• James Mann •
Stanley Mate • Paul Miller
Sarah Miner • M. D. Mobley
Amos E. Neyhart • James O'Neill
Alfred L. Papillon • F. J. Parker
Donald Peters • Ralph Peters
H. V. Porter • A. H. Pritzlaff
Miss Thelma Reed • E. A. Richards
Perry Sandell • Elsa Schneider
W. A. Shannon • Leslie Silvernale
Gordon D. Smith • Genevieve Squires
Herbert J. Stack • Ivan J. Stehman
Ralph Stinson • Randall Swanson
Warren Taylor • J. E. TePoorten
Mrs. D. J. Thompson • N. E. Viles
Mary Weeks • F. W. Westervelt, Jr.
Virginia Wheeler • Cecil Zaun
Robert B. Zimmerman

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

Contents of SAFETY EDUCATION are regularly listed in "Education Index."

SAFETY Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXVII No. 2 Section One

Beverly Thompson, *Editor*
H. W. Champlin, *Advertising Manager*
R. O. Jones, *Asst. Advertising Manager*
O. E. Mickila, *Advertising Production Mgr.*

CONTENTS for OCTOBER, 1957

Of Interest to All

We Took Heed of An "Ill Wind"
—*John P. Shaefer* 6
All Roads Lead to Chicago 8
How Can *You* Benefit From The Congress?
—*forum-in-print* 10
1957 National School Safety Honor Roll 21
Back-the-Attack Lesson Unit
—*Number Six*, Accident Records 37
Views and Reviews 41
Bulletins 51

Of Specific Interest

Elementary

Don't Get The Halloween "Creeps!"
—*Carolyn Bradley* 2
Accident Reports: Foundation for The School Safety Program
—*Ruth Higgins* 4
Elementary Safety Lessons
—*Ruth Jewell* 43

Secondary

Office Safety
—*Safety Education Data Sheet Number 82* 13
A Student Club with A Message
—*C. A. Rosborough* 19
Secondary Safety Lessons
—*Dr. Vincent McGuire* 47

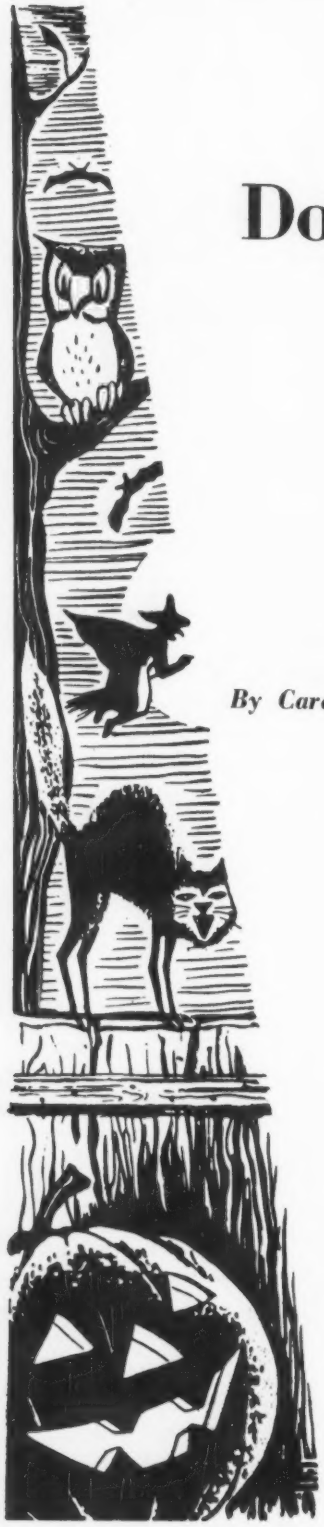
College

Developing A Safety Program for Your College or University
—*Daniel Webster* 17

Cover Photo by Cliff Benton

Chartered by the Congress of the United States

SAFETY EDUCATION is published monthly, September through May, in two sections, by the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. Entered as second class matter, September 13, 1939, at the Post Office in Chicago, Illinois, under the act of March 3, 1879. Copyright, 1957, by the National Safety Council. Printed in the U.S.A. Subscription price $3.50 a year. Ten per cent discount to schools. Reduced prices for quantity orders.



Don't Get The Halloween

. . . thinking of the children who will be absent because of injuries on the day after Halloween. Start planning ahead of time a *safe* Halloween celebration *at* the school, as did the Delaware Elementary School in Springfield, Missouri . . .

By Carolyn Bradley

Springfield Public Schools Springfield, Missouri

A HALLOWEEN night brings out witches, goblins and ghosts of every size and description. Haunting streets, sidewalks and yards, ringing doorbells and demanding "tricks or treats," these "gruesome" visitors seem everywhere at once!

Yes, everywhere at once—and sometimes the places these gremlins go are dangerous places. Each year exacts its toll of skinned knees and elbows, sprained ankles and cut hands. With masks which act as blinders and the enthusiasm of childhood, there always lurks the danger of a quick dash into the street. Or a flowing, flammable costume may quickly become a death torch!

Six years ago, loath to convert Halloween into a less exciting occasion, yet recognizing the potentialities of tragedy, Miss Mildred E. Hinckley, principal of Delaware Elementary School in Springfield, turned to her ever-helpful and cooperative patrons and teachers to do something about this annual problem. With a firm conviction that Halloween can be both fun *and* safe, they set about organizing a school program along those lines.

From the beginning, the approach was one of community cooperation, with ideas coming from all directions, tapped from both community and school. Through staff meetings with teachers and P-TA meetings with parents, a thorough look was taken at the problems involved. Youngsters contributed their share in planning through both the school's student council and the safety council.

Creeps!"



With planning and discussion going on at all levels, ideas began to form which could be incorporated into an excellent program to encourage a safer Halloween, yet avoid dullness. An all-school parade was planned for Halloween, with students parading along streets adjoining the school, resplendent in costumes depicting every type of character imaginable. After the parade, refreshments would be served in a gala party for both pupils and their parents.

"Starting about the first of October, we have almost a month to plan our Halloween program," says Miss Hinckley, "and each year we try to see places where we can improve. After six years, we finally have a program we feel provides for both fun and safety. Since children, parents and teachers all have a part in the planning, each group has a feeling of concern and interest in the success of this annual affair."

Standards which have been arrived at during the past six years are:

- Halloween is observed by a costume parade.
- Costumes are to be inexpensive and planned by youngsters and parents.
- Costumes should be funny, pretty or original.
- Costumes should hide the wearer's identity.
- Tripping hazards should be avoided.
- Color should contrast with surroundings, using white and light colors if the costume is to be worn at night.
- Plans for the Halloween party must be made far enough in advance, in school, to permit community publicity, making of costumes, planning of details, and discussion of safety and good manners.
- Plans should be made for some type of supervision, both at the school party and when youngsters go out for "tricks or treats" in the community.
- "Tricks or treats" is limited to Halloween night.
- A safe parade route is planned at school, so that parents may see the costumes and children may see each other. The parade route is planned by students on the safety council, with the help of teachers.
- The program itself is planned by the student council and executed by the safety council.
- A traffic officer and home-room mothers help supervise the line of march during the parade, which moves through public streets around school. Streets are closed to traffic by police.
- After the parade, youngsters are given time to rest and calm down before refreshments, to avoid possible hazards of choking.

"We feel that our Halloween program has been a success," states Miss Hinckley, "but, of course, we review our standards each year, and make needed improvements. For example, we have always had face masks as part of the costume, but last year we decided, while evaluating the program, to substitute make-up for masks this year for safety and sanitary reasons."

Indianapolis Schools Cooperate in City Halloween Programs

In Indianapolis, the schools support an unusual and effective program of "creative window painting" sponsored by such organizations as the Local Merchants Association. Students in grades one through twelve make application for window space, business organization windows are allotted, and much preparation and time are taken by each student in painting his window. The paintings are judged, in several categories, by a committee, and the winners are awarded prizes.





Accident Reports: Foundation for The School Safety Program

By Ruth Higgins
Principal
Morris School
Louisville Public Schools
Louisville, Kentucky

FOR the past four years, the student Safety Council of Morris School in Louisville has had a committee which studies our school accident records, and makes a report to the Council once a month of the accident experience of all Morris pupils, whether those accidents occur at school or at home.

When this program was first devised, Safety Council members thought that the best way to reduce accidents would be to call each child who had been involved before the Council and discuss the accident with him. They established a plan whereby these children would attend a meeting of the Council and there, after discussion, would receive instructions on how to prevent a recurrence of the accident. This plan seemed to work, for a while.

But last year, the children decided they had to do something more. It became apparent that traffic accidents were the most frequent type of accidents in which Morris pupils were involved, and the Council was acting only *after* the accident had happened. They decided they must do something to *prevent* such serious happenings from occurring to other pupils.

The accidents had all happened to children in the kindergarten and first grade, at hours during which safety patrols and police officers were not on duty. Safety Council members realized they must try to make the little ones independent in crossing.

With the help of the kindergarten and first grade teachers, a plan was worked out. The Council set up a practice course in crossing with the green light. Tissue paper signals, with flash lights to make them glow, and cross walks made with white paint were set up on the playground, and the children were given lessons in crossing streets, lessons which cut down the traffic accident toll.

But this was not the end of the problem. Last spring, when the committee again made a report, they found that accidents were *still* happening, and these accidents were happening at home or at play or in other places besides the streets. Most serious of all was the realization that practically all of these accidents could have been prevented with a little foreknowledge of hazards.

public schools located in the city of Louis-
e participate in keeping reports of pupil
idents, recording them on a 24-hour basis.
h school is encouraged to study its report
use such records as material on which to
e safety teaching. This account shows how
Safety Council at the George Morris School
d its reports to combat accidents *where*
y were occurring.

The children voted to make large pictures depicting the accidents, go to each room, and, in a short program, show the pictures, re-count the accident, tell how it could have been prevented, and, if first aid was necessary, describe what first aid was given. (Our building, which is more than 100 years old, has no auditorium for assemblies.)

Since many of the accidents occurred at home, we repeated the program for parents at a later meeting of the P-TA. As principal, I felt our effort had been particularly worthwhile when a small girl, reporting on her brother's absence from school, explained: "My brother stepped on a nail in the alley and made Dad take him to get a shot. *He remembered an accident like that in the program and what must be done for first aid.*"

While the children are doing well to draw their conclusions from the current reports, the safety sponsors and I keep track of our accident record cards which have accumulated for several years, watching for recurrence of some accidents.

It does not take much imagination to realize that pedestrian safety education and teaching escape from a burning building are musts in our district. Ours is a neighborhood with large families and working mothers. We have many second, third and fourth floor apartments reached by stairs, in buildings as old as our school. At present, much demolition is going on because many old houses are being razed to make room for a medical center. Since we are close to the business district, the traffic is swift and dense.

But our accident reports have not only drawn our attention to accidents that are serious. They also have pointed out the lesser, more frequent accidents. Little children, left in the care of brothers and sisters who are only slightly older, scald themselves when trying to cook. Their aged homes have many old boards which harbor rusty nails. Stairways are cluttered. Falls from unsteady furniture recur again and again. Children are burned from open gas heaters.

Our safety teaching is being planned for our district, and we get our information from our accident record cards.



A study of accident records points out where school children need safety instruction.



Right: A safety patrol points out the operation of a signal light to first grade pupils on-the-spot, a busy corner near the Morris School. He and the teacher, left, explain safe rules for walking to these pupils, part of a group who were having most of the pedestrian accidents in the school.

They say, "An ill wind bloweth no man good . . ." But if the wind fans a blazing old school building, it may be that, barring harm to children, it may bring some good in the form of safety procedures reaffirmed and school building policies reconsidered . . .

By John P. Schaefer
Public Relations Director
Pittsburgh Public Schools
Pittsburgh, Pennsylvania



All pupils and personnel were saved when fire r caused the Board of Education to take a new loo definite fire hazards.

We Took Heed Of A

IT'S "an ill wind that bloweth no man good." But if the wind fans a blazing fire in an old school building, with no harm to children, it may bring some good, in the form of safety procedures re-affirmed and school building policies re-considered.

On January 22, 1957, at 2:45 p.m., fire broke out in the Bellefield Girls' Vocational High School, a Pittsburgh public school located at Fifth Avenue and Thackeray Street. Within a few minutes, the cool-headed faculty at the school, under the direction of Principal Sara C. Tesh, had evacuated nearly 400 girls to safety.

The fire, of unknown origin, began in the attic or belfry of the three-story, 88-year-old structure. A student apparently noticed the flames and smoke pouring from under the door to the belfry. She notified a teacher, who immediately sounded the alarm. Students left the school without wraps and with a minimum of confusion. It all happened so suddenly that few realized the seriousness of the situation.

To provide the girls with shelter and to prevent interference with the work of the firemen, the students were guided to the auditorium in the adjacent Frick Elementary School.

Fire alarms were turned in by two business organizations across the street as well as by the Frick Elementary School across the courtyard, a scant 125 feet from the blazing building.

Meanwhile, a serious problem faced Dr. Mary Molyneaux, principal at the Frick School. She had to consider whether immediate dismissal or retaining the children in the school was to the best interests of the pupils' safety. The school is located in a congested area, heavy with vehicular traffic. Buses used by some children were not due to arrive until the regular dismissal time of 3:30, and their loading zones were located right where firemen were working on hose and engines. With Dr. Earl Dimmick, Pittsburgh's superintendent of schools, who arrived at the fire at 3:00 p.m., she dismissed the school at 3:15.



is Pittsburgh high school. Though it destroyed the school, the fire s policy of replacing old school buildings before they become

'Ill Wind'

By 4:00, when the Pittsburgh Board of Public Education met at its regular monthly session, the children were safely on their way home or had already arrived there, anxious parents were reassured of their children's safety, and the fire was under control. Arriving at the Board meeting directly from the fire, Superintendent Dimmick was able to report details of the fire to the Board—probably the quickest report of a calamity on record made to a deliberative body in regular session!

What lessons were derived from this destruction of an old school building? The answer to this question lies in two directions, namely:

- the re-emphasis and re-evaluation of fire safety education, and
- the increased concern of school authorities about the replacement of antiquated and combustible school buildings.

The first of these lessons got under way the day after the fire. At a regular meeting of staff members and school principals, the superintendent commended Miss Tesh and Dr. Molyneaux for their cool and courageous action. There followed a discussion of fire procedures and fire drills. The educational statistician, who has the responsibility for receiving reports of fire drills, which must be held once a month, pointed out certain minor infractions of regulations which some schools had been making, infractions easily made and just as easily overcome by attention to details.

The building department was alerted to pay even greater attention to the inspection of buildings for fire hazards. Safety regulations and precautions in other areas, such as industrial arts shops, received re-emphasis. In short, the Bellefield fire was the pebble dropped into the pool which set up waves of influence throughout the school system, resulting in increased attention not only to fire safety but to every phase of safety education in the schools.

In an editorial in the *Newsletter,* official house organ of the Pittsburgh public schools, Superintendent Dimmick stated:

"This fire serves to re-emphasize certain lessons of school organization and procedure. *The first of these is the importance of fire drills.* While the majority of Pittsburgh public school buildings are of fire-resistive construction, there are materials in them (wooden floors, desks and furniture; paper, books and other items) which are combustible. We must realize that a number of school buildings, like the old Bellefield School, are constructed with a masonry shell and an interior largely of wood. In these buildings, the importance of fire drills cannot be over-emphasized. We must, therefore, make certain that all pupils are thoroughly conditioned to evacuate school buildings speedily. This is true not only because we have a legal mandate to conduct fire drills, but because we have a moral responsibility for the safety and welfare of children."

The second lesson growing out of the Bellefield fire concerned the policy and program of the Pittsburgh Board of Public Education concerning the replacement of combustible school buildings. The Board's Long Range Planning Committee was stimulated to renewed action by an editorial which appeared in the Pittsburgh *Post-Gazette* on January 28, 1957, entitled, "Warning at Bellefield." In commenting on the damage to three buildings within a five-year period, including the fire at Bellefield, the editorial said, in part:

"Fire which destroyed the Bellefield Vocational High School last Thursday was the third

(Continued on page 42)



All Roads Lead to Chicago!







ALL roads will lead to Chicago—next October 21 to 25—as some 12,000 men and women from all parts of the nation converge on that sprawling city for the 45th National Safety Congress and Exposition. With the theme this year "Back the Attack on Accidents," plans are being made for one of the most all-encompassing programs at this biggest of all safety shows.

School and college sessions of the Congress, which will meet at the Morrison Hotel, have been planned to delve into every aspect of school safety, from that which pertains to the lower elementary aged child to the student in his last year at college. Among those attending the sessions will be school superintendents, safety education supervisors, principals and teachers, safety engineers, manufacturers of safety equipment, parents and many others vitally interested in educating the child for safety. They will all be bent on one goal: to discuss the ever-increasing need for school safety education and seek solutions on how schools can meet that need.

At the opening annual meeting of the Congress on Monday morning, October 21, at the Conrad Hilton Hotel, School and College people will gather with the thousands of others attending the Congress to hear Major General B. K. Young, director-general of the British Royal Society for the Prevention of Accidents set the scene with a talk expanding the theme "Back the Attack on Accidents." They will also hear Mrs. Gertrude H. Frese, assistant to the vice president and general manager of the New York Telephone Company, tell of the role of women in industrial life today.

They'll roll up their sleeves and get to work on school safety, specifically, at the opening general session of the School and College group Monday afternoon, a session which will be led off with a talk by Omer Carmichael, superintendent of public schools in Louisville, Kentucky, on establishing a continuing program of education for safe living. There will follow meetings and discussion groups on every aspect of school safety—from fire safety to physical education, from driver education to school bus transportation, from research in safety education to accident reporting.

Elementary educators will have an opportunity to outline the needs of children in today's world, and the importance of those needs in safety education, on Tuesday, which has been designated "Elementary School Day." Results of the meetings will bring out a blueprint of safety education needs today upon which will be based the program of the newly-formed Elementary School Section of the School and College Conference.

Driver educators, school bus supervisors, safety education supervisors and safety men from colleges and universities will study their particular accident problems and safety needs

Planes, trains, buses and private cars, filled with people who have a vital interest in safety, will converge on Chicago next October 21 to 25 for the 45th National Safety Congress. Safety educators from all over the nation will be among the 12,000—meeting to discuss their specific accident problems and propose solutions at the School and College Sessions.



at separate meetings. You are urged to read a full description of these Monday and Tuesday sessions in the September issue of SAFETY EDUCATION, which explains this part of the program in greater detail.

Driver educators will take a penetrating look at their basic problems on Wednesday morning, when Edward R. Abramoski, coordinator of safety, civil defense and health for the Erie, Pennsylvania, public schools and chairman of the Driver Education Section of the School and College Conference, speaks on "Education Must Re-Design the 'Nut' Behind the Wheel." After his talk, the group will split into three smaller groups—on rural high school driver education problems, urban high school driver education problems, and problems of mutual interest to administrators and teacher training institutions —each led by a coterie of experts on the particular subject. Here, driver educators will have an opportunity to delve into the problems in their own particular areas of driver education, to exchange ideas and discuss specifics in an informal atmosphere.

That afternoon, other speakers will explore (1) the Smith system of eye-training for expert driving, (2) evaluating student performance in driver education, (3) evaluating observation time as a part of driving instruction, (4) recent state legislation on driver education, and (5) developing a summer driver education program.

The Pennsylvania Driver Education Association will be host at the meeting of state driver education associations sponsored by the Driver Education Section, National Safety Council, on Wednesday evening. Subject of the meeting: problems of state driver education associations.

Presiding at the Wednesday morning session of the college and university group will be Jack T. Harroun, supervisor of workmen's compensation for the University of Illinois. "Insuring Safety in Student Housing" will be the theme of the session, with talks by leading college safety experts on standards of off-campus housing and recommended off-campus fire protection procedures. A panel discussion will explore the universal and all-important campus problem: "How Can We Insure Safety in Student Housing?" Later that morning, the mid-year meeting of the Campus Safety Committee will present progress reports on many of its special projects, including membership, standard accident reporting, standards for emergency evacuation and relations with administrators in U. S. colleges.

Later that day, the college safety men will look into the subject of accident records and how to use them in the college situation, an important basic element in a school safety program. Other talks will concern the prevention of accidents in campus laboratories and the college's responsibility for its students' skiing safety.

With the growing importance of the school bus on the national scene, the millions of chil-

(Continued on page 52)

TRUMAN S. SMITH
Director of Driver Training
Minneapolis Public Schools
Minneapolis, Minnesota

A long list of things that we are doing in our safety education program in Minneapolis have their roots in the National Safety Congress. We have been using the sessions at Chicago as a source and clearing house for ideas and methods for some time.

However, one particular phase of our program is a Congress "baby." For it was at the Congress last fall that our plans for a city-wide behind-the-wheel program took final shape.

It happened this way. Shortly before the Congress met, the people of our city voted a very sizeable sum for behind-the-wheel training. School authorities wanted to get the program started without delay so that as many of the 1956-57 seniors as possible could be included.

It is true that over the years a few of us had done a lot of speculating, planning and dreaming about how a city-wide program should be organized and administered if the money should somehow become available. Suddenly I was confronted with outlining and justifying these plans and dreams. Although the school authorities reacted favorably, even toward our innovations, they were still anxious to launch this program with the best possible foundations.

The forthcoming Safety Congress looked like an answer. Much practical experience and sound judgment would be gathered there. I had learned a lot from these people on previous occasions. I would attend this Congress with a very specific, if not urgent, purpose. I would go there to test, weigh and balance my own proposals and reassure myself if possible.

Just as I had expected, everybody seemed more than willing to be helpful. During the systematic buttonholing process, many ingenious methods of scheduling were uncovered, a number of public-relations pitfalls were pointed out, some pointers on keeping out of the administration's hair were volunteered and some rather clear evaluations of the various methods of training were obtained.

I was very anxious to get the national approach to such questions as whether to confine the training to the school day or to go exclusively outside the school day; whether it was wiser to outline the program for maximum time on the streets or whether to lean a little heavily toward manipulative proficiency in sheltered areas; whether to set the program at a grade level or make it available at any time during the high-school years on the basis of readiness.



How

Would we be wise to establish the policy of using privately-owned cars exclusively? Should we require the course for graduation? How could we set up a workable system for granting and refusing certificates for insurance reductions? What would be the best system for insuring that students keep their appointments where training is given outside the school day?

I cannot say that I found any conclusive answers or any genuine consensus of opinion on any of these questions. What I did get were a good many hard-headed and practical suggestions. I found a great deal of the "Give it a try" spirit. I found much deep interest in whether a big, city-wide program could be made to work.

That did it. I came back ready to pioneer and gamble a little. Our program took shape minus further qualms. We were on our way.

You cannot judge the Congress from the scheduled sessions alone. To me, the great value of the Congress lies with the people assembled there—the wide experience that others can use. I am convinced that what one takes away from the Congress is commensurate with one's determination to learn.

A. M. BENNETT
Safety Supervisor
Rocky River Public Schools
Rocky River, Ohio

WORK in the field of safety education soon grips a person as a second religion. Attendance at church tends to strengthen religious faith, to lend inspiration "to renew a right spirit within us." The National Safety Congress performs much the same function for workers in in the field of safety.

Can *You* Benefit From the Congress?

We asked five leading safety educators who attended the 1956 School and College Sessions: "How has attending the National Safety Congress helped you and others in your school system upgrade your school safety education program?" Here are their answers:

The Congress is conducted with the intensity of a college seminar. Some of those in attendance have more experience than others; no one knows all the answers. All are there for the same purpose; to learn, to exchange ideas, and to help this field of education grow.

I know that problems in our suburban area differ from those found in the large cities or in rural areas; and yet we all have enough in common that it is possible, by comparison, to evaluate our present program. For example, at the 1956 Congress it was apparent that many schools are working on the problem of regulations for student-driven cars. Several plans in operation were presented by supervisors and by capable student groups. Though our Traffic Safety Committee has had recognition from the community for planning car registration and periodic safety checks, ideas were suggested to us on how we could improve our present program.

Many of us operate in our own sphere. We need help! I know of no better place to obtain this aid than by rubbing shoulders with fellow workers who come from every section of the country. And also, it is a real joy to be able to contribute from your own experiences.

To listen to specialists at all levels of education, to have the counsel of members from industry, business and other organizations, is to get authentic information first hand. This is the inspiration, and the assistance so useful in coping with present problems and in forestalling others that could appear in the future.

ROBERT MARSHALL
Consultant in Safety Education
Kansas City Public Schools
Kansas City, Missouri

I think it appropriate to emphasize first the size and scope of the National Safety Congress. Representatives from many different types of commercial organizations from all areas of the United States are present. One is given the opportunity to meet and discuss safety needs and problems with any of these specialists from outside the field of education. Often it is possible to utilize information gained directly, or to contact local representatives of participating organizations for support and assistance for specific activities in the safety education program.

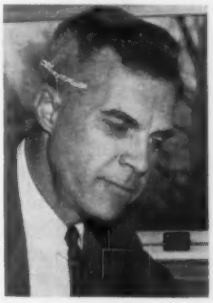
While there are professional organizations for safety educators, the National Safety Congress affords another opportunity for those responsi-

(Continued on next page)

Truman S. Smith



A. M. Bennett



Robert Marshall



Howard H. Rice





How Can *You* Benefit from the Congress?

(Continued from preceding page)

ble for safety education in the schools to come together for the exchange of ideas. Through panel discussions, lectures, and group "buzz sessions," it is possible to discover how other schools have met problems in the field of safety.

Another help afforded is the opportunity to obtain specific "know how" pertaining to various phases of safety education such as: accident reporting, school liability with regard to accidents, operation of adult school crossing guards, and methods of obtaining proper traffic control devices around schools. These are but examples of information which might be sought.

Finally, anyone attending a National Safety Congress will be impressed with the numerous materials which may be purchased from the Council for use in individual schools.

HOWARD H. RICE
Safety Coordinator
Kankakee Public Schools
Kankakee, Illinois

Through attendance at the National Safety Congress school safety conference, I have received information that shows me what other communities are doing in this field. The basic conceptions and philosophies of safety education are discussed, and solutions are sought to the many problems that confront all educational institutions today. These discussions are inspiring and effective. We realize that we are all working for a common cause—the safety of the people of America through adequate safety instruction in the schools. This banding together to focus attention on urgent safety issues promotes a feeling of unity in the cause of more efficient administration of safety education in American schools.

The National Safety Congress meetings in October cover many of the objectives connected with safety education, and present many of the experiences of others who may or may not have found solutions to their safety problems; however, the association and discussion together of these common points of view have pointed the way for a more deliberate and systematic study of our own safety problems, thus creating a confidence and understanding unobtainable from other sources.

Additional benefits have been received from the opportunities to see safety equipment on display. It broadens knowledge of such equipment, enables one to confer with company representatives to see what they have to offer. The information is helpful when purchasing equipment for your own community.

I've found these meetings to be thorough in application, interesting in content and organization, attractive in arrangement, and always complete in their accommodations.

JOHN G. LEWIS
Coordinator of Safety Education
Fulton County Schools
Atlanta, Georgia

Attending the sessions of the National Safety Congress has helped me in many ways to build a better safety education program here in the Fulton County School System.

As a neophyte in the field of safety education, the first session I attended served as an orientation course to present the work of a safety supervisor. I had served as a high school teacher, athletic coach and high school principal before I was selected to coordinate the safety education program. While I thought I was somewhat safety conscious, I realized after attending the first Congress that there were many aspects of safety on which I would have to school myself.

Perhaps the greatest help one gets at the Congress comes from the small group discussions which, to my way of thinking, are the heart of the program. In these groups, the individual asks for help on his or her problems and in turn answers questions for others. As an example, I received some fine help in the use of accident report forms. *By applying this information we have reduced the total number of accidents in our schools and have reduced fatalities by 80 per cent in five years.*

There are always opportunities to have personal conferences with the fine people one meets in the discussion groups. These people may be working on the local school level or they may be consultants from the colleges and universities. You will find all of them willing to give you the benefit of their experiences.

Delegates to the Congress have an opportunity to visit the headquarters of the National Safety Council and there view the helps and aids available for them. They also have an opportunity to exchange their reports, bulletins, courses of study and other materials with other delegates, to see the newest films on safety.

And last, but not least, there is the inspiration one gets in joining several thousand delegates in all phases of safety who are making a constructive effort to serve their fellow man in prevention of accidents, deaths and the misery caused by both●

Office Safety

safety education data sheet number 82

The Problem

1. People usually do not intend to do things which are plainly—and uselessly—dangerous, like walking under a safe being hoisted to an office window. Thus, very few people are hurt in patently dangerous practices.

2. Far more people are injured when they do things which *seem* safe, like leaning back in a chair, running past a corridor intersection in a hallway, or trying to force open a stuck window. All of these actions have caused serious injury in offices.

3. Aside from these unsafe *practices*, unsafe *conditions* create hazards for persons who use offices—conditions like splintered flooring, which has caused serious and painful foot injuries to women and girls wearing open-toed shoes.

4. Unsafe conditions may be temporary. A sheet of paper dropped on the floor over a rubber band may cause a bad fall.

5. Thus, one principle of accident prevention becomes plain: *Some of the most serious and frequent causes of injury do not appear to be dangerous at all.*

NATIONAL SAFETY COUNCIL
425 N. MICHIGAN AVE., CHICAGO 11, ILL.
Copyright 1957

Office Safety

(Continued from preceding page)

6. The problem of office safety, then, is:

a. To control behavior (one's own and that of others) so that acts which are plainly dangerous, or which seem safe, are not committed; and

b. To design, equip, lay out and maintain offices so that unsafe conditions are kept to a minimum.

The Remedy — For Unsafe Practices

7. To eliminate unsafe behavior in offices, *the office or school management should instruct people in advance about the hazards which are created by unsafe practices.** Then the persons responsible should—by education, persuasion, or supervision—establish *control* of behavior.

The Remedy — For Unsafe Conditions

8. For the protection of persons walking into or having business in offices, the person responsible for safety, with the full support of management, should (a) find out what type of accidents are occurring, those which are *not* causing injuries as well as those which *are,* and correct the conditions causing them; (b) make an inventory of other possible physical hazards which may exist or be created in the office; (c) undertake a program of correction of these hazards (some of which may involve planning and expense), and (d) set up a *system* of inspection and correction of hazards which will keep the office free from the physical causes of fire and personal injury.

Responsibilities

9. In general, the tenor of the office safety program depends on the attitude of management. If there is to be a full, adequate safety program, management must continually demonstrate its interest in accident prevention, by both providing a safe environment for employees and determining that those employees are trained in the safe use of office equipment and appraised of safety rules that must be observed.

10. The employee, however, also has a responsibility to work safely, not only to prevent painful and possibly expensive injuries to himself and to work in the most efficient manner, but to stop needless accidents to others.

*The principles involved in safety programming are set forth in the National Safety Council's booklet, *How to Start A Safety Program.* The situation assumed in that publication is industrial, but the approach can be applied anywhere.

Common Safe Practices

11. Because every *minor* accident has the possibility of *major* consequences, the following safe practices should be encouraged, and may become the "curriculum" of the office safety program:

a. Use and keep duplicating liquids, which are flammable, far from flame or heat.

b. Keep thumb tacks in a covered box.

c. Refrain from using safety razor blades as substitutes for erasers or proper cutting tools. If a razor blade must be used, make sure it is in a proper holder.

d. Immediately sweep up broken glass (do not pick it up). Wrap glass particles in heavy paper and label for disposal. Glass which shatters into fine pieces can be "blotted up" with damp paper toweling.

1. Shattered fluorescent light bulbs require extra care in picking up. Make sure there are no particles on the hands, legs or feet.

e. The power switch on electric typewriters should be turned off when the typewriters are not being used.

f. Do not attempt to force stuck windows by strength alone. Ask a maintenance man to do the job with his equipment.

g. Keep desk and file drawers closed when not in active use.

h. Wear heels of a safe height, or rubber heels.

i. Do not sit on the edge of or lean too far back in a chair.

j. Maintain control of the typewriter ledge when lifting a typewriter out of the desk.

k. Pins should be kept out of the mouth. If they must be used to fasten sheets of paper together, they should be inserted with the point between the sheets of paper.

l. Pointed handles on desk pen and pencil sets should be faced away from the user.

m. Stand away from light fixtures being repaired or bulbs being changed.

n. Keep work space clean, so that you can see everything that is on your desk.

12. The safe actions listed in the paragraphs below are perhaps easier to teach, since a person may be more easily brought to see the danger in not doing them:

a. Lift a heavy object with a straight back, using the power of the leg muscles. Do not put strain on the back by bending it; stay within safe limits for your size and strength. Get help for heavy objects.

b. Close the doors of safes, vaults, etc., by use of the handle; never grip the rim.
c. Operate only those pieces of office equipment you are authorized and instructed to use.
d. Never try to repair or adjust any electric equipment. Call a repairman.
e. Walk in corridors, do not run.
f. *Walk* up and down stairways—and use the handrail.
g. If there is occasion to reach for something beyond your height, use a ladder.
h. Load file cabinets from the bottom drawers up so they aren't top-heavy.
i. Watch where you walk—do not read while you are walking.
j. Remember the other people in the building—do not roughhouse, throw objects.
k. If an electric extension cord must be used, never suspend or lay the cord so that it hangs over steam pipes or sharp metal hooks; lay it where it can neither be pinched off by closing the door nor become a tripping hazard.
l. Keep pencil sharpeners, typewriter carriages from jutting out into the aisle.
m. Do not leave rubber bands, paper clips or other small objects lying on the floor.
n. Check to see that typewriter and adding machine feet are on the table.

Common Unsafe Conditions — Temporary

13. Many unsafe office conditions are encountered in the normal daily use of office space and facilities. To control such conditions it is necessary to maintain a daily inspection schedule. This is as important as the inspections made to keep fire equipment ready for action.*

14. A daily check-over of the equipment and premises is not too frequent to catch some unsafe conditions. The correction in most cases is obvious. Repair is the business of the maintenance man or a trained repairman, but spotting and reporting such conditions should be the responsibility of every person:

a. Defective extension cords, light sockets.
b. Burrs on metal equipment.
c. Broken porcelain on water faucet handles, chipped drinking glasses (paper cups are safer), splintered or broken furniture.
d. Torn or loose floor coverings.
e. Throw rugs unsecured by rubber.
f. Rough or splintered boards.
g. Floors made slippery by spilled liquids, inexpert maintenance, etc.
h. Unsafe ladders.
i. Extension cords on the floor.
j. Door closers out of adjustment.
k. Revolving door drags out of adjustment.
l. Broken or chipped glass desk tops.
m. Paint rags or other flammable materials put where they can ignite. They should be kept in a metal container with a lid.
n. Electric fans insecurely installed, inadequately guarded, placed too low (seven feet above floor level is recommended).
o. Air conditioning units checked for escaping gases.
p. Insecurely fastened window shades.
q. Metal ash trays in which cigarettes are securely held so that they cannot roll off into business papers or waste baskets.
r. Spike files should not be used; the danger of puncturing the body is too great.

Common Unsafe Conditions — Permanent

15. A first step in the prevention of accidents in an office (after the planning has been done and responsibility assigned and accepted) is a general search of the premises and equipment for permanent or semi-permanent defects or unsafe characteristics.

16. The correction of these conditions is usually the responsibility of the engineering department or the maintenance crew. Sometimes the following conditions are correctible only with re-design and reconstruction, or by the use of warning signs, guard rails or other protective devices where alterations are not possible:

a. Unguarded moving parts on office equipment, especially paper cutters.
b. Electric equipment not grounded; parts exposed.
c. Desks located too far from electric sockets, necessitating long extension cords.
d. Inadequately lighted stairways.
e. Differences in floor elevations without warning.
f. Inadequate or missing handrails.
g. Insecure file cabinets.
h. Insecure lockers, shelves, ceiling fixtures.
i. No separation of two-way traffic.
j. Transparent, unlettered glass doors (a name, number or symbol should be put at eye-height).
k. Solid swinging doors (swinging doors

*In this area of accident prevention, one can see the close relationship which often exists between "unsafe act" and "unsafe condition." In general, the term "unsafe condition" denotes a management responsibility; an "unsafe act" is an employee responsibility. However, unsafe acts may result from unsafe conditions, and vice versa.

should have a "see through" panel).

l. Aisle obstructions, such as riser plugs, radiator valves, etc.

m. Inadequate or inoperative fire extinguishers, sprinklers or other equipment.

n. Deteriorated fire hose.

o. Crowded working space.

p. Exposed steam pipes.

q. Inadequately marked exits.

r. Flammable construction.

s. Doors opening the "wrong way," or into crowded areas.

t. Floors too heavily waxed.

u. Brake pressure on revolving doors inadequate.

17. To increase safety in an office, the following conditions must be established:

a. Provide paper clips or desk staplers instead of pins to hold paper together.

b. Control the use of pointed objects, scissors, thumb tacks, etc. Provide blunt-end shears if they will do the job.

c. Provide moisteners (if there are no automatic sealing machines) for closing envelopes. Licking flaps may cause cuts and is unsanitary.

d. In mailing rooms, provide hooked knives or other proper instruments for cutting cord, etc. Do not permit use of razor blades, kitchen knives or other makeshifts.

Selected Information Sources

18. *Office Hazards.* New York, N. Y. Metropolitan Life Insurance Company. Ten pages.

19. *Office Safety Inspection Check List No. 1.* Lansing, Mich.: Michigan Civil Service Commission. 1953. 17 mimeographed pages.

20. *One Out of Six.* Washington, D. C.: Federal Safety Council. 1952. Available from U. S. Government Printing Office. 10 cents.

21. From the resources of the National Safety Council. For description and prices, write the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago, Ill.

a. *Look Out for Office Accidents.* Safety Reprint 49. 10 cents to members.

b. *Office Safety.* Safe Practices Pamphlet #108. Eight pages. 45 cents to members.

c. *How to Start A Safety Program.* 48 pages. How to set up an accident control program on a permanent basis.

d. *Handbook of Accident Prevention.* 96 pages. Means of controlling unsafe practices, removal of physical hazards, etc.

e. *Safe and Sound.* A series of 12 single-fold leaflets for office employees.

f. For technical and engineering aspects of correction of physical hazards, refer to the Index, *Accident Prevention Manual for Industrial Operations,* Volume 3, 1955; or to the specific listings in the current *Service Guide 2.1* of the National Safety Council.

g. *Down At The Office.* 16 mm. sound motion picture, b and w, 19 minutes. 1956.

Safety Education Data Sheets available are:

(1) Bicycles
(2) Matches
(3) Firearms, Rev.
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses—Administrative Problems (Rev.)
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-Driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: Hazards, Precautions, Results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Wood Shop
(47) School Fires
(48) Unauthorized Play Spaces
(49) Bathroom Hazards
(50) Safety in the General Metals Shop
(51) Safety in Pupil Excursions
(52) Highway Driving, Rules, Precautions
(53) Safety in the Machine Shop
(54) Summer Jobs: laborers, home yard, service-stations
(55) Motor Vehicle SPEED
(56) Welding and Cutting Safely
(57) Safety in the Auto Shop
(58) Winter Walking
(59) Safety in the High School Chemistry Laboratory
(60) Safety in the Farm Mechanics Shop
(61) Floors in the Home
(62) Hazards of Discarded Iceboxes and Refrigerators
(63) School Bus Safety: Educating Pupil Passengers
(64) Safety in the Graphic Arts Shop
(65) Safety in Part-Time Jobs: Food Handling
(66) Baby Sitting
(67) School Dramatic Productions
(68) Safety in "Do-It-Yourself"
(69) Playground Apparatus
(70) Safety with Kites and Model Airplanes
(71) Safety in Sports: Baseball
(72) Safety in Sports: Football
(73) School Bus Safety: Operating Practices
(74) Playground Surfacing
(75) Safety in Sports: General Practices
(76) Safety in Bad Weather Conditions
(77) Safety in Sports: Basketball
(78) Safety for Amateur Electricians
(79) Coordinating Safety in Industrial and Vocational Education Programs
(80) Counselors and Helpers in Summer Camps
(81) Gun Clubs: Their Organization and Activities
(82) Office Safety

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Bound volumes of the data sheets may be purchased from the Council at $3.89 each for one to nine copies.

Developing A Safety Program For Your College or University

By Daniel Webster
Staff Representative, Higher Education
School and College Division



First part of three

THIS year, for the first time in the history of the nation, over 3,000,000 youths will be enrolled in our approximately 1,950 colleges and universities, according to a report recently released by the United States Office of Education. The tremendous size of this student body becomes more apparent if we were to imagine that all the people now living in any one of the states of Florida, Kentucky, Minnesota, or Oklahoma attend higher education institutions.

Yet this peak enrollment is only the beginning, for educational authorities estimate that double this number, or 6,000,000 students, will be enrolled by 1965. Factors contributing to the expected increase include the wave of "war babies" and "post-war babies" who will be reaching college age, and the steadily increasing proportion of college-age youth who will be afforded the opportunity of attending college.

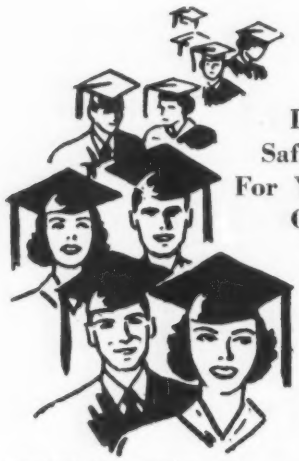
Along with increased enrollments will be proportionately increased college and university administrative, teaching, and operational staffs, so that present personnel of 200,000 may also be expected to double.

To provide adequate classrooms, shops and laboratories, dormitories and other teaching and housing facilities, it is estimated that construction costs over the next ten years will be about $13,000,000,000 — double the rate of present construction.

The challenge, therefore, is both to expand and conserve college and university facilities. Any dormitory fire, staff member injury, student death, laboratory explosion or other accidental occurrence adversely affects the educational function, leading, all too often, to curtailed enrollments and academic or social activities. In brief, the administrator has the dual responsibility of safeguarding his students, staff members, nd facilities, at the same time that he must make the college years as productive as possible.

Although more than one fourth of all youth of college-age are now enrolled in colleges and universities, American colleges are just beginning to adopt adequate accident-prevention programs to prevent the thousands of needless accidents that occur to college youth each year. While much has been done to insure safety in

(Continued on next page)



Developing A Safety Program For Your College Or University

(Continued from preceding page)

elementary and secondary schools, and to provide information and training in skills to develop attitudes for safe living, relatively few people have realized the need for safety education at the college level—in classrooms, laboratories, shops, parking lots, even in dormitories.

Some of the reasons why we should be concerned over the development of organized safety education and accident prevention programs in every college and university are summarized in the following points:

▸ Of the 95,000 persons who died accidental deaths in this country in 1955, more than 13,000 were in the age group 15 to 24, the group which includes the bulk of college students.

Despite the fact that youth of this age were made up almost entirely of persons born during the depression years, when birth rates were at the lowest point in our history, the number of persons of this age killed accidentally was double the number accidentally killed in the 5 to 14 age group. The accidental death rate of 61 for the age group 15 to 24 was in sharp contrast to the next leading causes—cancer with a rate of 9, and heart disease with a rate of 5.

If we assume that one quarter of these 13,000 deaths involved students attending college, this would be just cause in itself for college-sponsored safety programs.

▸ A far greater number of students are injured on and about college campuses than we have realized.

A joint study of the American College Health Association and the National Safety Council revealed that an average of one out of every nine students enrolled in the eleven cooperating colleges which participated in the study, were injured severely enough to require hospitalization or medical treatment at the college health service, during the regular school year exclusive of summer sessions. For the school year 1953-54 the health services reported a total of 8,500 injuries, about nine per cent of which resulted in hospitalization. Of the total accidents, about 60 per cent occurred on the campuses.

In a majority of cases where administrators deny that students have accidents, the chances may be that they just don't know! Few colleges keep adequate records of student and staff member injuries, accidental fires and other incidents.

▸ College and university employment may outstrip most occupations in accident frequency and severity.

Information is gradually being brought to light on the numbers, types, severities, and causes of staff member accidents, largely because of required workmen's compensation insurance coverage in many states.

One large university system employing a total staff of about 5,100, was amazed to find that 385, or one out of every 13 employees, had suffered an on-the-job injury severe enough to entitle the injured person to compensation or medical benefits. Total incidence, including minor injuries, was no doubt many times greater than this number.

▸ The threat of conflagrations resulting in loss of life and destruction of valuable property and facilities is ever present, particularly in view of many non-fire-resistive buildings, and increasing storage and use of flammable and highly volatile substances. According to the National Education Association, the chances are one in eighteen that a residence building on the average college campus will be visited by fire during the year.

▸ In addition to losses arising out of accidental fires, other accidents result in damage and destruction to equipment and facilities running into countless thousands of dollars each year.

▸ Direct losses arising out of accidents also include needless overhead expenses for hospital and medical bills, compensation and liability insurance.

▸ A factor not to be regarded lightly is the rapidly increasing trend towards suits and claims based on negligence, with high settlements, against colleges and universities. While this is especially important on the east and

(Continued on page 36)

A Student Club With A Message

. . . is the Safety Club at Pemberton Junior-Senior High School. Organized in 1951, its constant and enthusiastic activity has brought its school a coveted certificate in the National School Safety Honor Roll for the second year . . .

By C. A. Rosborough
Principal
Pemberton Jr.-Sr. High School
Marshall, Texas

A STUDENT organization made up of members who are each personally interested in making their school and their community a safer place to live and work is the moving force behind our safety program. That program was winner this year of an award in the National Safety Council's National School Safety Honor Roll.

Students at Pemberton Junior-Senior High School can join, at the beginning of each school year, the extra-curricular club of their choice. At the end of the year, they may change clubs if they so desire, and they often do. But our Safety Club members named their officers for this school year last spring—because none of the members wished to change. Each of them has become intensely interested in safety, and each one knows he has a job to do. Once a student becomes a member of the Safety Club, he usually remains one during his entire high school career.

Our Safety Club got its start in 1951, when, during the first few weeks of school, teachers were being assigned to various activities. Mrs. W. D. Roberts, one of our teachers, asked that she be allowed to organize and sponsor a safety club, and I was happy to give her the go-ahead. The organization was publicized, opened to membership, and a president was appointed. The club was new to the sponsor, president and members. But it had a prime objective: to make Pemberton School and Harrison County safer for everyone who dwells and works there.

The group met twice weekly for 30 minutes. During the meetings, members made reports gathered from safety material they found in the school library. The safety statistics they learned were alarming. The club began ordering movies on safety and urged the entire student body to see the movies. When Lillie Mae Williams was elected to the club presidency the following spring, she asked the sponsor for a planning conference to be held during the summer. The conference was held, a year's program was outlined, and each member was given a particular job to do during the coming year. Since then, planning conferences have been held every summer to get members oriented on their duties for the school year, give them time to work out ideas and gather background material and information they will need.

One of the first problems to which they set their sights was a traffic problem. Since the students had to cross a highway before they could get to the playground, members of the Safety Club acted as safety patrols. They did the same as children loaded onto the buses at the close of school each day. They ordered material on safety education from adjoining states so they could learn the driving laws of those states. Many families travel in these adjoining states on vacations, and Safety Club members felt it would be wise for the school students to know the driving rules for these states.

They prepared and placed new posters on safety education in the hallways, changing them every six weeks. Speakers from the upper classes urged the younger students to walk home carefully in the evenings. They were reminded which side of the street should be used by pedestrians. They were urged to wear light clothes at night, and cautioned against becoming so engrossed in conversation with their

friends that they might forget to yield the streets to cars.

During the holiday season, the president personally went from room to room and warned students of the dangers of fireworks, of driving too fast. She urged all students to remember safety rules when they were on vacation, so that, when the holidays were over, they would all return to school.

Miss Williams served for three years as president. Our organization, then, was still not able to make the National School Safety Honor Roll, but it was growing steadily.

The present president of our Safety Club is Chester Green, Jr. When Chester became president, his greatest desire was that Pemberton Junior-Senior High School be placed on the National School Safety Honor Roll. The principal, teachers and sponsor of the club told Chester that this was not impossible and gave him a great deal of encouragement.

The Club now holds meetings weekly, carrying out projects wherever they see a need. Led by Chester, whose unbounded interest inspires all of the members, they inspect the school for hazards and let the principal know when they find them. If a gas heater is leaking, Chester is the first one to note it; if children cross the streets carelessly, he or another Club member gently reminds them of it, points out correct pedestrian habits.

Last year, several tape recordings on safety were made by members of the Club and presented at meetings of the Parent-Teacher Association. The P-TA, the faculty and the student body have all become more safety-minded, thanks to the continual emphasis of Safety Club programs.

This year, our campus has been enlarged, and the students will have more available space for play. They still must cross a street, but that street will belong to the school and be used only for the loading of school buses during mornings and afternoons.

Under the strong leadership of its president, the club this past spring took summertime safety as a project. Chester especially urged the children who attend our school and live in rural areas about the dangers of the "ol' swimming hole." At an assembly, he pointed out these dangers, explained proper treatment of snake bite and described the more dangerous types of snakes. He also demonstrated, using Club members as models, how to administer artificial respiration. Chester's experience as a Boy Scout enables him to give much first aid training during the school year.

The planning committee for this year's Safety Club had already met in August this year to outline the work they would accomplish in 1957-58. Now that they have received recognition on the National School Safety Honor Roll, they have a proud record to sustain and their enthusiasm should lead them to success in this year's program.

This is one of the most needed clubs in any secondary school—but not only that, our Safety Club is a functioning group trying to make Pemberton, the community and the county a safer and better place in which to live.

ARE YOU INTERESTED IN APPLYING FOR THE NATIONAL SCHOOL SAFETY HONOR ROLL?

Fill out this form:

School and College Division
National Safety Council
425 No. Michigan Ave.
Chicago 11, Illinois

Please send _____ sets of National School Safety Honor Roll application materials to:

Name _____

Position _____

School or School System _____

Address _____

City _____ Zone _____ State _____

YOU WILL NEED ONE SET OF APPLICATION MATERIALS FOR EACH SCHOOL INTERESTED IN APPLYING

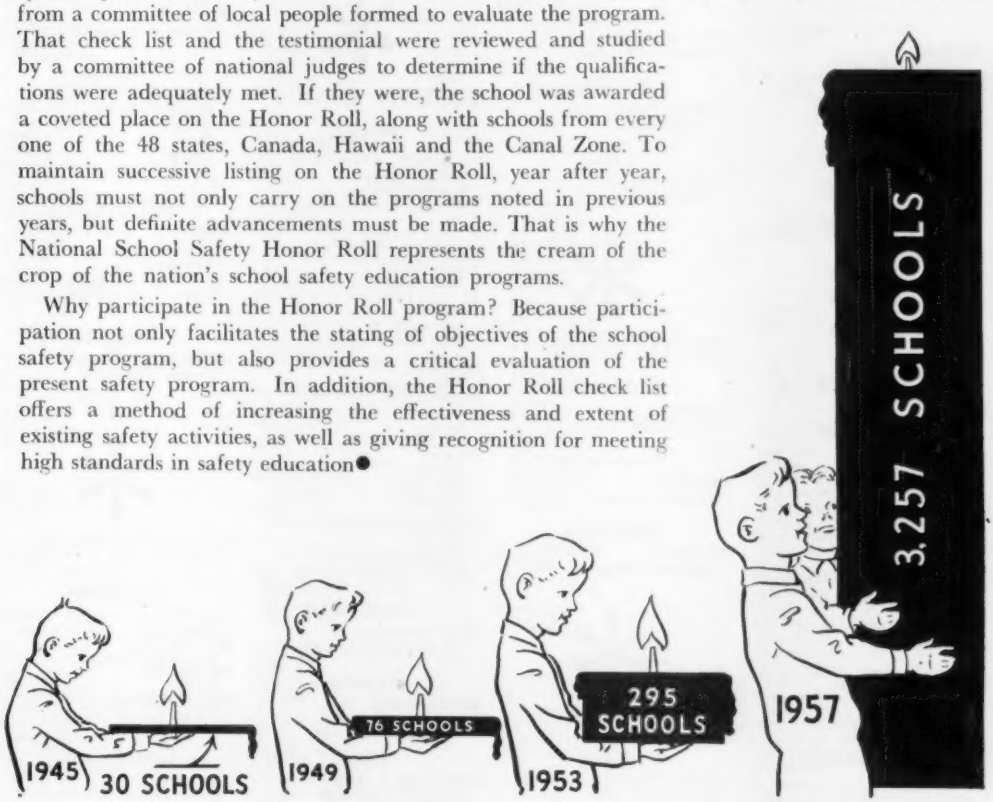
3,257 Schools Receive Honor Roll Certificates

National Safety Council's "well done" goes to a record number of the nation's schools which educate not only *for* life but to *preserve* life.

EDUCATION to *preserve* life as well as to make it fuller and richer . . . education which helps our children avoid the hazardous pitfalls that may cause them permanent injury, while it prepares them for useful citizenship . . . this is the distinctive mark of 3,257 schools named this month to the National School Safety Honor Roll, the Council's highest recognition for outstanding achievement in school safety.

Each of these schools has met high program requirements in safety education—requirements set up by a committee of leading safety educators from throughout the United States. In order to meet these requirements, each school had to submit an evaluation check list covering all specific phases of safety education carried on during the year, accompanied by a testimonial from a committee of local people formed to evaluate the program. That check list and the testimonial were reviewed and studied by a committee of national judges to determine if the qualifications were adequately met. If they were, the school was awarded a coveted place on the Honor Roll, along with schools from every one of the 48 states, Canada, Hawaii and the Canal Zone. To maintain successive listing on the Honor Roll, year after year, schools must not only carry on the programs noted in previous years, but definite advancements must be made. That is why the National School Safety Honor Roll represents the cream of the crop of the nation's school safety education programs.

Why participate in the Honor Roll program? Because participation not only facilitates the stating of objectives of the school safety program, but also provides a critical evaluation of the present safety program. In addition, the Honor Roll check list offers a method of increasing the effectiveness and extent of existing safety activities, as well as giving recognition for meeting high standards in safety education●



National School Safety HONOR ROLL 1957



THIRTEENTH YEAR

Alabama

HUEYTOWN
*Hueytown Elementary

California

ALAMEDA
Alameda High
*John Muir
Lincoln
Porter

Minnesota

HIBBING
*Hibbing Schools

New York

LARCHMONT
Chatsworth Avenue

Wisconsin

GREEN BAY
Green Bay School of Vocational and Adult Educatior



TWELFTH YEAR

California

ALAMEDA
Edison
Franklin
*Haight
*Longfellow
Webster
William G. Paden

Connecticut

GLENVILLE
*Glenville
GREENWICH (Riverside)
*North Mianus

Illinois

ELMHURST
Lincoln

Pennsylvania

PHILADELPHIA
John M. Patterson

Tennessee

OAK RIDGE
Cedar Hill
Elm Grove
Highland View
Jefferson Jr. High
Pine Valley
*Scarboro
Willow Brook
Woodland



ELEVENTH YEAR

Connecticut

NEW HAVEN
Sheridan Jr. High

Michigan

HAZEL PARK
United Oaks

Ohio

HAMILTON
Hamilton High



TENTH YEAR

California

ALAMEDA
Washington School

Washington

SEATTLE
Magnolia School

Wisconsin

MADISON
Madison Schools



NINTH YEAR

Illinois

CERRO GORDO
Cerro Gordo High

New Jersey

CAMDEN
Camden Schools

New York

BUFFALO
McKinley Vocational

Ohio

LAKEWOOD
Lakewood High

Tennessee

KINGSPORT
*Andrew Jackson



EIGHTH YEAR

Alabama

GADSDEN
*John S. Jones
JACKSONVILLE
*Elementary Laboratory

California

BERKELEY
Kensington School
EL CERRITO
Castro
Fairmount
Mira Vista Annex
Harding
GLENDALE
Balboa School
RICHMOND
Alvarado
Belding
Ells High
*Grant
Lincoln
Mira Vista
Nystrom
Peres
Roosevelt Jr. High
Stege
Washington
Woodrow Wilson

Connecticut

OLD GREENWICH
Old Greenwich School

Indiana

MISHAWAKA
Mishawaka School

Iowa

MISSOURI VALLEY
Missouri Valley High

Michigan

DETROIT
Our Lady Queen of Angels
EAST LANSING
Central School

New Mexico

CARLSBAD
*Carver
Craft
Eddy
Edison
Eisenhower Jr. High
Hillcrest
*Roosevelt

New York

CORNING
Wm. E. Severn
ROCHESTER
*Brighton Schools Dist. 1

Ohio

HAMILTON
Fillmore
Madison
Pierce
Taylor

Pennsylvania

ERIE
*Academy High
*Emerson
Erie Technical High
*Strong Vincent High

Tennessee

KINGSPORT
*George Washington



SEVENTH YEAR

California

ALAMEDA
Woodstock
EL CERRITO
El Cerrito High
RICHMOND
Ford
SAN LORENZO
Village School

Connecticut

GREENWICH
*Julian Curtiss

Florida
PENSACOLA
W. A. Blount Jr. High

Illinois
KEWANEE
Kewanee Schools
ROCK ISLAND
Rock Island Schools

Kentucky
JEFFERSON COUNTY
Auburndale Graded
Kenwood

Michigan
HAMTRAMCK
Copernicus Jr. High
TRAVERSE CITY
Oak Park

New Jersey
GLEN Ridge
Linden Avenue

New York
FLORAL PARK
Sewanhaka High

North Carolina
FAYETTEVILLE
Massey Hill High

Ohio
HAMILTON
Harrison
Notre Dame High

Oklahoma
OKLAHOMA CITY
Britton

Oregon
MEDFORD
Jackson
Lincoln
Roosevelt
Washington

Pennsylvania
EAST PITTSBURGH
East Pittsburgh Schools
ERIE
*Penn
*Perry

Tennessee
NASHVILLE
Hattie R. Cotton

Texas
FORT WORTH
*Crestwood

SIXTH YEAR

Alabama
BESSEMER
*Raimund

Arizona
AJO
Ajo Elementary

Arkansas
SWEET HOME
Fuller High

California
ALAMEDA
Frank Otis
Mastick Primary
EL CERRITO
Portola Jr. High
RICHMOND
Helms Jr. High
Longfellow Jr. High
Richmond Union High

*Connecticut
COS COB
Cos Cob

Florida
TAMPA
Twin Lakes

Hawaii
HONOLULU
*Kalakaua Intermediate

Illinois
DANVILLE
Cannon
Daniel
Elmwood
Liberty
Mc Kinley
Washington
ELMHURST
Elmhurst Jr. High
Eugene Field

Iowa
NEWTON
Emerson Hough

Kentucky
FT. THOMAS
*Samuel Woodfill
JEFFERSON COUNTY
Fern Creek

Maryland
BALTIMORE
Franklin D. Roosevelt
Guilford #214
Hampden #55
Howard Park
John Eager Howard #61
Oliver Cromwell #74
Waverly #51

Massachusetts
READING
*Pearl Street
WORCESTER
Worcester Boys' Trade High
Worcester Schools

Michigan
TRAVERSE CITY
Traverse Heights

New Jersey
NEW MARKET
*New Market

New Mexico
CARLSBAD
Joe Stanley Smith

New York
MAMARONECK
*Mamaroneck Central

North Dakota
KNOX
*Knox Public

Ohio
HAMILTON
Buchanan
KENT
Kent State University School

Oklahoma
OKLAHOMA CITY
Capitol Hill Jr. High
Franklin Kaiser
Walnut Grove

Pennsylvania
ERIE
*Columbus
Wayne

Tennessee
KINGSPORT
Abraham Lincoln
KNOXVILLE
Fulton High

Utah
PROVO
Central Utah Vocational

Wisconsin
GREEN BAY
Chappell
Elmore
Fort Howard
Franklin Jr. High
Green Bay East High
Green Bay West High
Howe
Jackson
Jefferson Primary
Lincoln
Nicolet
Norwood
Roosevelt
Tank
Washington Jr. High
Whitney

FIFTH YEAR

California
ALAMEDA
Encinal High
GLEN ELLYN
Dunbar Union
SAN LORENZO
*Edendale Sr. Elementary
WALNUT CREEK
Buena Vista
Parkmead
Walnut Heights

Connecticut
GREENWICH
*Riverside
NEW HAVEN
*Troup Jr. High

Florida
ORLANDO
Lake Como

Georgia
MACON
Pearl Stevens

Illinois
ELMHURST
Hawthorne
EVANSTON
Bethlehem Lutheran
Central
College Hill
Dewey
Foster
H. H. C. Miller
Haven Intermediate
*Lincoln
Lincolnwood
Lower Haven
Nichols Intermediate
Noyes
Oakton
Orrington
St. Athanasius
St. Mary's
St. Nicholas
Washington
Willard

Indiana
EVANSVILLE
Washington

Iowa
NEWTON
Washington

Kentucky
JEFFERSON COUNTY
*Dorsey
Eastwood
*Fairdale
*Griffytown
*Jeffersontown
Medora
Mill Creek
Newburg
Okolona
Orville J. Stivers
Prestonia Consolidated

Maryland
BALTIMORE
Fallstaff Road
Francis Scott Key
Liberty
Thomas Jefferson
Thomas Johnson #84

Minnesota
ST. PAUL
St. Paul Vocational

New Mexico
CARLSBAD
*Sunset

New York
ST. JOHNSVILLE
St. Johnsville Central

Ohio
AKRON
*Hotchkiss

Oklahoma
OKLAHOMA CITY
Andrew Johnson
Culbertson
Linwood
Martin Van Buren
Whittier
Zachary Taylor

Pennsylvania
EAST STROUDSBERG
Campus Laboratory School
ERIE
East High
Hamilton
*Lincoln
*Washington

Tennessee
OLD HICKORY
Dupont

Texas
COMMERCE
Wheeler

FOURTH YEAR

California
OAKLAND
Allendale
Brookfield
*Burckhalter
*Claremont Jr.
Clawson
Cleveland
Edison
Edwin Markham
Emerson
Fremont Sr. High
Garfield
*Grant
Grass Valley
Horace Mann
Lafayette
Lincoln
*Longfellow
Melrose
*Oakland Technical High
*Parker
Piedmont Avenue
Prescott
*Redwood Heights
Rockridge
Toler Heights
RICHMOND
Balboa
Coronado
Cortez
SAN LORENZO
David D. Bohannon
David E. Martin
STOCKTON
Annunciation
St. Mary's High

Connecticut

BRANDFORD
New Indian Neck
BYRAM
*New Lebanon
GREENWICH
North Street
HAMDEN
Putnam Avenue
NEW HAVEN
*Benjamin Jepson
Betsy Ross
Clinton Avenue
Dante
*H. H. Strong
Ivy Street
L. Wheeler Beecher
Webster
WEST HAVEN
Colonial Park

Florida

APOPKA
Apopka Elementary
LOCKHART
*Lockhart
ORLANDO
Cherokee Jr. High
Concord Park
Conway
*Fern Creek
Grand Avenue
Hillcrest
Jones High
*Pine Castle
*Princeton
William R. Boone High
ORLO VISTA
Orlo Vista
WINDERMERE
*Windermere
WINTER GARDEN
Dillard Street
WINTER PARK
Killarney
Park Avenue
ZELLWOOD
Zellwood

Georgia

EAST POINT
Conley Hills

Illinois

ELMHURST
Jackson
EVANSTON
Evanston Township High
NILES
Niles Public School

Indiana

BLOOMINGTON
*University School
CEDAR LAKE
Douglas MacArthur
CLARKSVILLE
Greenacres
ELKHART
Roosevelt Elem. and Jr. High
EVANSVILLE
Dexter
*Lynch-McCutchanville
Vogel
FORT WAYNE
Central High
*Justin N. Study
Miner
FRANKFORT
*Lincoln Grade
GARY
*Lew Wallace
*Pittman Square
*Riley
HAMMOND
Columbia
Gene Stratton Porter
Hammond High
Maywood
Oliver P. Morton
Thomas A. Edison
HUNTINGTON
Riley
INDIANAPOLIS
*Brookside #54
Dewitt S. Morgan #86
James Garfield #35
Lillian M. Reiffel
Otis E. Brown
Ralph Waldo Emerson #58
Robert Dale Owen
*School #38
KOKOMO
Meridian
LA PORTE
La Porte High
*Riley
LAWRENCEBURG
Greendale
Lawrenceburg Consol. High
MARION
Clayton Brownlee
*Emerson
MICHIGAN
Central
James Whitcomb Riley
Lakeland
Park
NOBLESVILLE
Conner
SOUTH BEND
Stuckey
TERRE HAUTE
Sandison
*Thompson

Kentucky

JEFFERSON COUNTY
Eastern High
Fern Creek High
*GreatHouse
Hawthorne
Hikes
*Jefferson Jacobs
Jeffersontown
Kerrick
Lyndon Consolidated
Melbourne Heights
Middletown Grade
O'Bannon
LOUISVILLE
*Ahrens Trade High
Benjamin Franklin
California
F. T. Salisbury
*George Rogers Clark
George W. Morris
*George Washington
Henry Clay
*I. N. Bloom
*J. Stoddard Johnston
*James Russell Lowell
*John B. McFerran
*John C. Strother
John H. Heywood
Nannie Lee Frayser
*Parkland
*Paul L. Dunbar
Samuel Coleridge Taylor
Shawnee High
Virginia Avenue
*Wheatley
*William H. Perry Sr.

Maryland

BALTIMORE
Armistead Gardens #243

Missouri

ST. JOSEPH
Benton High
Blair
Bliss Jr. High
Charles A. Lindbergh
*Douglass
Edison
Eugene Field
Everett
Floyd
*Hall
*Horace Mann
*Hosea
Humboldt
Hyde
John J. Pershing
Lafayette High
McKinley
Neely
Noyes
Sherwood
South Park
*Washington
*Webster

New Mexico

CARLSBAD
Otis
MALAGA
Malaga

New York

CORNING
Northside
MAMARONECK
Mamaroneck Jr. High
ROME
Central New York School for the Deaf

Ohio

AKRON
Fairlawn
*Forest Hill
John C. Ritzman
Lane
*Seiberling
MIDDLETOWN
Central
Jefferson
Lincoln
*William H. Taft
Woodrow Wilson

Oklahoma

OKLAHOMA CITY
Columbus
Gatewood
James A. Garfield
John Adams
Lincoln
Mayfair
Nichols Hills
Rockwood
West Nichols Hills
William H. Harrison

Pennsylvania

ERIE
Burton
*Garfield
*Glenwood
*Harding
*Irving
*Jones
Marshall
*McKinley
Roosevelt Jr. High
Wilson Jr. High
PHILADELPHIA
Benjamin Crispin
Bridesburg
Dr. John F. Mc Closkey
Edwin H. Fitler
Finletter
*Grover Cleveland
*Henry Armitt Brown
Henry Wadsworth Longfellow
Horatio B. Hackett
James G. Blaine
James Rhoades
Joseph Leidy
*Joseph Pennell
Lewis C. Cassidy
M. Hall Stanton
McKean
Northeast Village
Paul L. Dunbar
*Robert E. Lamberton
Rudolph Blankenburg
*Rudolph S. Walton
S. Weir Mitchell
Southwark
Stephen A. Douglas
Thaddeus Stevens
Thomas G. Morton
*Thomas May Peirce
*W. C. Bryant
S. Stokley
William C. Longstreth
*William McIntyre

Tennessee

DAVIDSON COUNTY
Stratton

Washington

SEATTLE
*Catherine Blaine Jr. High

Wisconsin

MANITOWOC
*Adams
*Andrew Jackson
Benjamin Franklin
*Cleveland
*Garfield
James Madison
Jefferson
Lincoln High
*McKinley
*Washington Jr. High
Wilson Jr. High
WEST ALLIS
Longfellow
*Woodrow Wilson
WHITEHALL
Whitehall Memorial

THIRD YEAR

Alabama

ANNISTON
Saks Jr. High
BIRMINGHAM
Baker
Lakeview
FAIRFAX
Fairfax
KINSTON
Kinston High
MONTGOMERY
Emma MacMillan
Forest Avenue
SYLACAUGA
Main Avenue
TOWN CREEK
Hazelwood

California

BERKELEY
*Emerson
CASTRO VALLEY
*A. B. Morris
CONCORD
Loma Vista Intermediate
FREMONT
Centerville
GILROY
*Glen View
HAYWARD
Bret Harte
Longwood
*Lorenzo Manor
LOS ALTOS
*Covington
MOUNTAIN VIEW
Escuela Avenue
OAKLAND
Anthony Chabot
*Bella Vista
Castlemont High
Cole
Crocker Highlands
Daniel Webster
*E. Morris Cox
Elisabeth Sherman
*Elmhurst Jr. High
Franklin
Frick Jr. High
*Fruitvale
Glenview
Harbor Homes
Havenscourt Jr. High
*Hawthorne
*Highland
Hillcrest
Hoover Jr. High
Jefferson
Joaquin Miller
John Swett
Lakeview
Laurel
*Lockwood
Luther Burbank
*Maxwell Park
*McChesney Jr. High
*McFeely
Montclair
*Oakland High
*Peralta
*Santa Fe
Tompkins
*Washington
Westlake Jr. High
Whittier
*Willow Manor
Woodrow Wilson Jr. High
PIEDMONT
*Edgbert W. Beach
Frank C. Havens
Wildwood
RICHMOND
El Monte
Gompers High
Serra
SAN LEANDRO
James A. Garfield
McKinley
Washington
SAN LORENZO
Corvallis
Dayton
Fairmont
Washington Manor
SAN PABLO
Riverside

STOCKTON
August
Daniel Webster Jr. High
Edison High
El Dorado
Elmwood
Fair Oaks
Franklin High
*Garfield
George Washington
Grant
Grover Cleveland
Hazelton
Herbert Hoover
Jefferson
*John Adams
*John Tyler
Lafayette
Lincoln
Lottie Grunsky
Luther Burbank
*Madison
Martin Van Buren
McKinley
Monroe
Munford
Roosevelt
*St. Gertrude
Schneider Vocational High
Stockton College
Stockton High
Victory
Weber
William Howard Taft
Woodrow Wilson

Connecticut

BRANFORD
*Laurel Street
BRYAM
Bryam
EAST HARTFORD
*Meadow
EAST HAVEN
Overbrook
FAIRFIELD
*Fairfield Woods
GOSHEN
*Goshen Center
HAMDEN
Mt. Carmel
Spring Glen
HARTFORD
New Park Avenue
*West Middle
MANCHESTER
Waddell
MILFORD
*Central Grammar
NEW BRITAIN
Benjamin Franklin
Camp
*Central Jr. High
*Chamberlain
Elihu Burritt
Israel Putnam
Levi O. Smith
Lincoln
Mary Immaculate Academy
Nathan Hale Jr. High
New Britain Sr. High
Northend
*Robert J. Vance
Roosevelt Jr. High
*St. Joseph's
Slater Road
*Smalley
Stanley
*Washington Jr. High
NEW HAVEN
Barnard
Columbus
Edgewood Avenue
Edwards Street
*Ezekiel Cheever
Fair Haven Jr. High
Hamilton Street
Horace Day
Lloyd Street
Morris Cove
*Prince Street
Simeon E. Baldwin
Winchester Elementary
Woodward
Worthington Hooker
NORTH HAVEN
Montowese
POQUONNOCK BRIDGE
Poquonnock Bridge
ROCKVILLE
*Northeast
STAMFORD
*Belltown
*Katherine T. Murphy
TRUMBULL
*Long Hill
WEST HARTFORD
Charter Oak
WEST HAVEN
Thompson

Florida

APOPKA
Dream Lake
FORT LAUDERDALE
*Lauderdale Manors
NORTH MIAMI BEACH
Fulford
OCOEE
Ocoee Elem. & Jr. High
ORLANDO
*Audubon Park
Delaney
Edgewater High
Lake Silver
Marks Street
*West Central
ST. PETERSBURG
*Clearview Avenue
*Norwood
TAMPA
*B. C. Graham
James Madison Jr. High
WINTER GARDEN
*Winter Garden Elem.

Georgia

COLLEGE PARK
*Central
*George F. Longino
EAST POINT
Central Park
HAPEVILLE
North Avenue

Illinois

ALTON
Irving
CANTON
John Dean
DECATUR
H. B. Durfee
Lincoln
*Oak Grove
EVANSTON
Charles G. Dawes
Children's School, National College of Education
Roycemore
LEWISTOWN
Lewistown
MT. MORRIS
Mt. Morris
Mt. Morris Jr. High

Indiana

BLOOMINGTON
D. Eckley Hunter
Fairview
BLUFFTON
Central
CEDAR LAKE
Lincoln
ELKHART
Beardsley
Hawthorne
*Lincoln
Mary L. Daly
Middlebury Street
Monger
*Rice
Samuel Strong
Weston
Willowdale
EVANSVILLE
Central High
Columbia
Daniel Wertz
Francis Jos. Reitz High
Fulton
Glenwood
Harper
Henry Reis
John M. Culver
Stanley Hall
Wheeler
FORT WAYNE
Forest Park
*Harmar
Harrison Hill
*South Wayne
FRANKFORT
*Woodside
GARY
*Ambridge
*Beveridge
*Charles R. Drew
*Daniel Webster
*Emerson High
*Franklin
*Frederick Douglass
*Froebel
*George Washington Carver
*George Washington
*Glen Park
*Horace Mann
*Ivanhoe
*Jefferson
*Lincoln
Miller
*Pulaski
*Roosevelt High
*Thomas A. Edison
*Tolleston
HAMMOND
Washington Irving Jr. High
HUNTINGTON
Horace Mann
INDIANAPOLIS
*Henry Wadsworth Longfellow #28
KOKOMO
Pettit Park
LAFAYETTE
Longlois
LA PORTE
*Lincoln
*Maple
*Park
*St. Peter's
LAWRENCEBURG
Central
MARION
Horace Mann
MICHIGAN CITY
*Eastport
*Garfield
Isaac C. Elston Jr. High
Marsh
NEW ALBANY
*Silver Street
SEYMOUR
Emerson
SHELBYVILLE
Thomas A. Hendricks
SOUTH BEND
Benjamin Franklin
*St. Matthews
TERRE HAUTE
*Thornton Jr. High

Iowa

ALTOONA
Altoona Public
BURLINGTON
Washington
William Salter
LAKE CITY
Community Schools
NEWTON
Aurora Heights Grade
Lincoln
OTTUMWA
Irving
Lincoln
SEYMOUR
Seymour Public
SIOUX CITY
*Bryant
*Central High
*Cooper
*Crescent Park
*Emerson
*Everett
*Hobson
*Hopkins
*Joy
*Lincoln
*Longfellow
*Lowell
*McKinley
*Riverview
*Roosevelt
*Smith
*Washington
*Webster
*West Jr. High
*Whittier
WEBSTER CITY
Washington Central Jr. High and Grade

Kansas

WETMORE
*Wetmore Rural High

Kentucky

JEFFERSON COUNTY
Alice Waller
Forest
John H. Chenoweth
*John J. Audubon
Mayme S. Waggener Jr. High
Penile
Rockford Lane
*Sallie P. Durrett Jr. High
*Southern High
*Valley Elementary
Valley High
LEXINGTON
*Harrison
LOUISVILLE
*Albert S. Brandeis Central High
*Charles D. Jacob
DuPont Manual High
*Ellen C. Semple
*Emmet Field
*Frederick Douglas
Gavin H. Cochran
Hazelwood
Hiram Roberts
Jackson Jr. High
*James M. Bond
*J. B. Atkinson
J. M. Atherton High
*Lincoln
Longfellow
Mary B. Talbert
*Mary D. Hill
Nicholas Finzer
*Portland
Sallie B. Rutherford
Samuel D. Jones
Stephen Foster
Theodore Roosevelt
Victor H. Engelhard
*William R. Belknap

Louisiana

NEW ORLEANS
Our Lady of Good Counsel

Maryland

BALTIMORE
Mordecai Gist #69
Phyllis Wheatley

Massachusetts

BONDSVILLE
Bondsville Grammar
FALL RIVER
*Coughlin
Davol
*James Tansey
Samuel Longfellow
Samuel Watson Grammar
Spencer Borden
William Connell
PALMER
Park Sreet
THORNDIKE
Thorndike Grammar
WILBRAHAM
Pines

Michigan

HAMTRAMCK
Copernicus Elementary
MT. PLEASANT
Fancher
*Ganiard
SHEPHERD
Shepherd Public

Mississippi

BROOKHAVEN
*Brookhaven
GREENWOOD
Greenwood Jr. High
W. C. Williams
GULFPORT
North Central
Northeast Ward
JACKSON
Emma French
Henry L. Whitfield

Missouri

INDEPENDENCE
*Rock Creek
ST. JOSEPH
Mark Twain

Nebraska

NORFOLK
Victory #87

Nevada

LAS VEGAS
John S. Park

New Jersey

RAHWAY
*Columbian

New Mexico

CARLSBAD
Monterrey

New York

MARATHON
Marathon Central

North Dakota

JAMESTOWN
Jamestown High

Ohio

AKRON
Betty Jane
EUCLID
Benjamin Franklin
Euclid Central
*Euclid Central Jr. High
*Euclid Sr. High
Noble
*Roosevelt
*Shore Jr. High
Thomas Jefferson
Upson
HAMILTON
Adams
Jackson
Polk
Roosevelt Jr. High
MIDDLETOWN
Garfield

Oklahoma

OKLAHOMA CITY
Belle Isle
Carver
Central High
Edgemere
Edison
Lakeside
Lee
Millard Fillmore
William Jennings Bryan

Oregon

MEDFORD
McLoughlin Jr. High

Pennsylvania

EASTON
Palmer Town. Consol.
ERIE
*Burns
Edison
Gridley Jr.
Grover Cleveland
*Jefferson
John C. Diehl
*Longfellow
HAZLETON
St. Gabriel's High
PHILADELPHIA
Abigail Vare
Alexander Adaire
*Alexander K. McClure
Alexander Wilson
Andrew Jackson
Anna Blakiston Day
*Benjamin B. Comegys
Benjamin Franklin
*Bregy
Charles Carroll
Cary
City Center
Edgar Allan Poe
Edwin M. Stanton
Eleanor Cope Emlen
Elverson
Fairhill
*FitzSimons Jr. High
*Fox Chase
Francis Scott Key
Franklin Smedley
*Gen. George A. McCall
Gen. George C. Meade
George Chandler
George Sharswood
Gilbert Spruance
H. Widener Public
Isaac A. Sheppard
J. Hampton Moore
*John Hancock
John H. Taggart
*John Welsh
*Joseph C. Ferguson
Joseph W. Catharine
Kearny
Kennedy Crossan
*Lawndale
*Morrison
Morton McMichael
*Oliver Wendell Holmes
Overbrook
*Penn Treaty Jr. High
Richmond
Robert Fulton
Roxborough High
Samuel B. Huey
Samuel S. Fels Jr. High
*Stetson Jr. High
*Thomas Holme
William B. Hanna
William F. Harrity
William H. Hunter
*William H. Harrison
William McKinley
William Z. Tilden Jr. High
*Willis & Eliz. Martin
Woodrow Wilson Jr. High
PITTSBURGH
*Allegheny High
*Allegheny Voc. High
*Allen
American Avenue
*Arsenal
*Beechwood
Belmar
*Beltzhoover
*Brookline
*Burgwin
*Carmalt
Clayton
*Colfax
*Columbus
*Concord
*Crescent
Daniel Webster
*Dilworth
East Park
*East Street
*Fineview
*Forbes
*Friendship
*Fulton
Gladstone Elem & Jr. High
*Greenfield
*Harwood
*Henry Clay Frick
*Herron Hill Jr. High
*Holmes
*Horace Mann
*Humboldt
John Morrow
*Knoxville
*Larimer
Lemington
Letsche
*Liberty
Linden
*Madison
*Mary J. Cowley
*Morningside
*Morse
*Overbrook
Prospect
Regent Square
*Schiller
*Soho
*South High and South Vocational
*Spring Garden
Spring Lane
*Sterrett
Sunnyside
*Troy Hill
*West Liberty
Whittier
*William H. McKelvy

Tennessee

DONELSON
Stanford
KINGSPORT
Andrew Johnson
NASHVILLE
Bueno Vista
Caldwell
Carter-Lawrence
Inglewood
James Lipscomb
Jere Baxter
McCann
*Napier
Park Avenue
Warner
OAK RIDGE
*Glenwood
Robertsville Jr. High

Texas

AMARILLO
Emerson
Forest Hill
Hilltop
Humphrey's Highland
Lamar
Lee Bivins
Margaret Wills
Pleasant Valley
Robert E. Lee
Sanborn
Summit
Sunrise
*Wolflin
Woodrow Wilson
DALLAS
James Stephen Hogg
John Neely Bryan
Lakewood
Letot
Roger Q. Mills
Tom W. Field
Winnetka
DENTON
North Texas Laboratory School
LUBBOCK
*Tom S. Lubbock High

Utah

LOGAN
*Woodruff

Wisconsin

MILWAUKEE
Lee

SECOND YEAR

Alabama

FAIRFIELD
*Fairfield Industrial High
LANETT
Huguley
Lanett
*Lanett High
LANGDALE
Lafayette Lanier
MOBILE
Booker T. Washington Jr. High
MONTGOMERY
Highland Gardens
William R. Harrison
MOULTON
*Moulton
RIVER VIEW
*River View Public
SHAWMUT
*Shawmut

Arizona

PHOENIX
Griffith

California

BENTON
Benton
BERKELEY
Berkeley High
CERES
Caswell
CLAYTON
Mt. Diablo
CONCORD
Clayton Valley
*Crawford Village
Glenbrook Intermediate
Mt. Diablo High
Pleasant Hill Intermediate
Williams
DECOTO
Decoto
EL CERRITO
Cameron
FREMONT
Allen G. Norris
HAYWARD
El Portal
Sunset
LOCKEFORD
Lockeford
LODI
Needham
MANTECA
Calla
MODESTO
*Bret Harte
*Burbank
*El Vista
*Fairview
*Franklin
James Marshall
John C. Fremont
*John Muir
John Sutter
*Lincoln
Mark Twain Jr. High
Modesto High
Modesto Jr. College
Orville Wright
Roosevelt Jr. High
Shackelford
Thomas Downey High
Tuolumne
*Washington
William Henry Garrison
*Wilson
OAKLAND
Auditorium Village
Dewey
High Street Homes
Sequoia
*Sheffield Village
Stonehurst
PITTSBURG
Ambrose
Bel Air
Riverview Intermediate
PLEASANT HILL
Oak Park
PORT CHICAGO
Bay Point
RESEDA
Sequoia Jr. High
RICHMOND
De Anza High
Granada Jr. High
SAN LEANDRO
Ashland
Bancroft Jr. High
Roosevelt
SAN LORENZO
Bay
Del Rey
Grant
Lewelling
Linda Vista
SAN PABLO
Rancho
VALLECITO
*Vallecito
WALNUT CREEK
Walnut Creek

Canal Zone

ANCON
Ancon
BALBOA HEIGHTS
Balboa
Balboa High
COCOLI
Cocoli
CRISTOBAL
Cristobal
Cristobal Jr.-Sr. High
Rainbow City High
DIABLO
Diablo
FT. KOBBE
Ft. Kobbe
GAMBOA
Gamboa
Santa Cruz
GATUN
Chagres
Gatun
LA BOCA
La Boca
MARGARITA
North Margarita
South Margarita
PARAISO
Paraiso Latin American
PEDRO MIGUEL
Pedro Miguel
RAINBOW CITY
Rainbow City

Colorado

GRAND JUNCTION
Emerson
ROCKY FORD
*Rocky Ford High

Connecticut

BOLTON
Bolton
BRIDGEPORT
*Lincoln
BROOKLYN
Brooklyn

DANIELSON
Killingly High
DARIEN
Holmes
EAST HARTFORD
*Hockanum
*Silver Lane
EAST NORWALK
*Marvin
Roger Ludlow
EAST WINDSOR
*Broad Brook
FAIRFIELD
Roger Sherman
FARMINGTON
*Noah Wallace
GLASTONBURY
*Buttonball Lane
Eastbury
Glastonbury High
*High Street
Naubuc
GREENWICH
*Hamilton Avenue
HAMDEN
*Alice Peck
*Centerville
Church Street
Dunbar Hill
Helen Street
Margaret L. Keefe
*State Street
KENT
Kent Center
LAKEVILLE
Salisbury Central
MADISON
Madison
MANCHESTER
*Bowers
Verplanck
MECHANICSVILLE
*Mechanicsville
MIDDLETOWN
Farm Hill
Westfield
Wilbert Snow
MILFORD
Calf Pen Meadow
Kay Avenue
Meadowside
Orange Avenue
*Point Beach
Pumpkin Delight
*Walnut Beach
NAUGATUCK
*Central Avenue
*Cross Street
*Hop Brook
*Naugatuck High
*Prospect Street
*Salem
*Western
NEW BRITAIN
*Holy Cross
St. Matthew's Lutheran
*St. Maurice Jr. High
NEW HAVEN
Abraham Lincoln
Dwight
Kimberly Avenue
Nathan Hale
NORTH CANAAN
*North Canaan
N. GROSVENORDALE
North Grosvenordale
Tourtellotte Memorial High
NORTH HAVEN
Center
Ridge Road
Temple Street
NORWALK
*Broad River
Jefferson
Kendall
*Tracey
West Avenue
OLD LYME
*Old Lyme Schools
PLYMOUTH
*Plymouth Center
POQUONOCK
*Poquonock
POQUONNOCK BRIDGE
*Claude Chester
RIVERSIDE
Eastern Jr. High
ROCKVILLE
Maple Street
ROGERS
Goodyear
ROWAYTON
Rowayton
SEYMOUR
Bungay
Center
Maple Street
SHARON
Sharon Center
SHELTON
*Lafayette
SOUTH NORWALK
Washington
SOUTHBURY
*Southbury Consolidated
Southbury Jr.-Sr. High
STAMFORD
*Cloonan Jr. High
*Dolan Jr. High
Franklin
Glenbrook
*Hart
John J. Ryle
Julia A. Stark
Newfield
Rice
*Rogers
Roxbury
*Springdale
Stevens
Westover
*Willard-Hoyt
STRATFORD
Stony Brook
TERRYVILLE
East Main Street
*Prospect Street
*Terryville High
THOMASTON
*Grove St.
THOMPSON
*Fabyan
West Thompson
*Wilsonville
TORRINGTON
*East
Forbes
Migeon Avenue
North
Riverside
South
Southeast
Southwest
*Torringford
*Torrington High
TRUMBULL
Booth Hill
Center
*Edison
Nichols
*Park Lane
UNIONVILLE
Union
WAPPING
Wapping
WATERBURY
Bunker Hill
*Driggs
Roosevelt
Woodrow Wilson
WESTBROOK
*Westbrook
WEST HARTFORD
King Philip
Louise Duffy
*Webster Hill
WEST HAVEN
Lincoln
Washington
WEST WILLINGTON
Hall Memorial
Willington Center
WOLCOTT
Amos Bronson Alcott

Delaware

WILMINGTON
Charles Richard Drew

Florida

ALTURAS
Alturas Elem.
APOPKA
Apopka Memorial High
AUBURNDALE
Auburndale Primary
BARTOW
Bartow Elem.
Bartow Sr. High
Union Academy Elem.
BRANDON
*Walter S. Yates
BREWSTER
Brewster Elem. & Jr. High
CANTONMENT
Jim Allen
CLEARWATER
North Ward
DANIA
Dania
DUNDEE
Dundee Elem. & Jr. High
EAGLE LAKE
Eagle Lake
FT. LAUDERDALE
Broward Estates
Harbordale
*North Side
*South Side
Sunset
Walker
*West Side Grade
FORT PIERCE
Lincoln Park Academy
*St. Lucie Primary
FROSTPROOF
Frostproof
GOTHA
Gotha
GOULDS
Arthur and Polly Mays Elem.
High
GULFPORT
Gulfport
HAINES CITY
Central
Eastside
Haines City Jr. High
Haines City Sr. High
HOLLYWOOD
Hollywood Central
JACKSONVILLE
Fishweir Elementary #20
KEY WEST
*Poinciana
LAKELAND
*Central Avenue
Cleveland Court
Lakeland High
Lakeland Jr. High
Lake Morton
Lime Street
Medulla Elem and Jr. High
LAKE WALES
*Hillcrest
Polk Avenue
MIAMI
Booker T. Washington High
MIAMI SPRINGS
Glenn H. Curtiss
MULBERRY
Mulberry
ORLANDO
Azalea Park
Howard Jr. High
Kaley
Memorial Jr. High
Pine Hills
*Robt. E. Lee Jr. High
Union Park
PENSACOLA
Annie E. McMillan
ST. PETERSBURG
*Harris
*Roser Park
SANFORD
South Side Primary
TAMPA
Grover Cleveland
Lake Magdalene
WARRINGTON
*Warrington Elem.
WINTER HAVEN
Fred G. Garner
Senior High
South Winter Haven
WINTER PARK
Webster Avenue

Georgia

ATLANTA
*Anne E. West
*Brown High
*Evan P. Howell
Henry Rutherford Butler
Highland
*Laura Haygood
*William Franklin Hardnett
EAST POINT
*Parklane
FAIRBURN
Cedar Grove
WEST POINT
*West Point

Illinois

CHICAGO
*Gordon Technical High
CROSSVILLE
Crossville Community
DECATUR
E. A. Gastman
ELMHURST
Emerson
FARMINGTON
*Chapman
PEORIA
Blaine Sumner
Douglas
Franklin
Garfield
Harrison
Kingman
Lee
Lincoln
Longfellow
McKinley
Reservoir
Tyng
Washington
*Webster
White
QUINCY
*Adams
*Berrian
*Dewey
*Emerson
*Franklin
*Irving
*Jackson
*Jefferson
*Lincoln
*Madison
*Quincy Jr. High
*Quincy Sr. High
*Washington
*Webster
SPRINGFIELD
Dubois
McClernand

Indiana

BLUFFTON
*Columbian
BOONVILLE
Ella Williams
EAST CHICAGO
Washington
EVANSVILLE
*Baker
Chestnut-Walnut
Fairlawn
Lodge
Tekoppel
FORT WAYNE
Hanna
Rudisill
GARY
*Nobel
*William A. Wirt
HAMMOND
*Lincoln
*Thomas Jefferson
INDIANAPOLIS
Daniel T. Weir #71
*Rousseau McClellan #91
Stephen C. Foster
Thomas D. Gregg
LAFAYETTE
Crouch
LA PORTE
Tenth Street
MARION
*Highland Avenue
MICHIGAN CITY
*Edgewood
Jefferson
NOBLESVILLE
*Second Ward
PUTNAMVILLE
*Putnamville
ROANOKE
Jackson Town. High
SOUTH BEND
James Monroe
WASHINGTON
*Saint Simon

Iowa

AMES
Roosevelt
ARNOLDS PARK
Arnolds Park Consol.
CARLISLE
Carlisle Consol.
CEDAR RAPIDS
*All Saints
Buchanan
Harrison
*Hayes
*Herbert Hoover
Immaculate Conception
DAVENPORT
Davenport High

DES MOINES
*Canary Lake
DYSART
Dysart High
EXIRA
Exira Community
KEOKUK
*Garfield
*Jefferson
Keokuk Jr. High
Keokuk Sr. High
*Lincoln
*Torrence
*Washington-Central
Wells-Carey
LE MARS
*Central High
MARENGO
Marengo Schools
MONROE
Monroe Community
MORLEY
Morley Consolidated
OCHEYEDAN
Ocheyedan Community
ONAWA
Lark
West
OTTUMWA
Franklin
POCAHONTAS
Pocahontas
RED OAK
*Jefferson
*Washington
*Webster
RICHLAND
Richland Independent
SHENANDOAH
*Broad Street
Lowell Avenue
SIOUX CITY
*Bancroft
*East Jr. High
*East High
*Floyd
*Franklin
*Grant
*Hawthorne
*Hunt
*Irving
*Leeds High
*North Jr. High
*Woodrow Wilson Jr. High
SPIRIT LAKE
Spirit Lake Consol.
STORM LAKE
*North
*South
TERRIL
Terril Consol.
TRAER
Traer Public
VILLISCA
Villisca High
Villisca Jr. High

Kansas

EL DORADO
El Dorado Jr. High
WICHITA
Caldwell
Waco

Kentucky

JEFFERSON COUNTY
*Alex R. Kennedy
Cane Run
Goldsmith
Henry B. Schaffner
*James H. Bates
St. Mathews
LEXINGTON
*Abraham Lincoln
*Arlington
*Ashland
*Booker T. Washington
*Constitution
*G. P. Russell
*George W. Carver
Henry Clay High
*Jefferson Davis
*Johnson
Lexington Jr. High
*Maxwell
Paul L. Dunbar High
Wm. Morton Jr. High
LOUISVILLE
Beechmont
*Bookter T. Washington
Bowman Field
Cotter-Duvalle
Eastern Jr. High
George H. Tingley
*Isaac Shelby
*John Marshall
*Louisville Male High
*Margaret Merker
*Rubel Avenue
Shawnee
*Southern Jr. High
NEWPORT
*Academy Notre Dame of
Providence

Louisiana

NEW ORLEANS
Edward Hynes
Gentilly Terrace
Jean Baptiste le Moyne de
Bienville
McDonogh #39
Marquis de Lafayette
Robert E. Lee
Saint Agnes
William C. C. Claiborne

Maine

SKOWHEGAN
Academy

Maryland

BALTIMORE
*Beechfield #246
*Booker T. Washington Jr.
High School #130
David E. Weglein #2
Harriet Beecher Stowe #118
*Leithwalk #245
Louisa May Alcott #59
*Lyndhurst #88
*Mary E. Rodman #145

Massachusetts

CHELSEA
Shurtleff
FALL RIVER
Charles V. Carroll
Fowler
Highland
James M. Aldrich
James M. Morton Jr. High
John J. Doran
William J. Wiley
HOLYOKE
*Elmwood
H. B. Lawrence
Highland
*Joseph Metcalf
Kirkland
Morgan
South Chestnut St.
Springdale
*West Street
*William Whiting
INDIAN ORCHARD
Indian Orchard
PALMER
Quabaug
PITTSFIELD
Abby Lodge
Allendale
Bartlett
Briggs
Crane
Dawes
Egremont
Hibbard
Highland
Mercer
Morewood
North Jr. High
Pittsfield High
Pittsfield Voc. High
Plunkett
Pomeroy
Pontoosuc
Redfield
Rice
Russell
South Jr. High
Stearns
Tucker
SPRINGFIELD
Eastern Avenue
Frederick Harris
Glenwood
Hiram L. Dorman
Liberty
Mary O. Pottenger
Robert O. Morris
School Street
Warner
THREE RIVERS
Three Rivers Grammar

Michigan

MT. PLEASANT
*Kinney

Minnesota

DULUTH
Bryant
Central High
Chester Park
Cobb
Congdon Park
Denfeld High
Duluth East High
Emerson
Endion
Ensign
Fairmont
Franklin
Grant
Irving
Jackson
Jefferson
Kenwood
Lakeside
Lester Park
Lincoln
Lincoln Jr. High
Longfellow
Lowell
Merrett
Morgan Park
Munger
Nettleton
Park Point
Piedmont
Riverside
Stowe Elem. and Jr. High
Washburn
Washington Jr. High
West Jr. High
FARIBAULT
Garfield Schools

Mississippi

BROOKHAVEN
Mamie L. Martin
GULFPORT
*Bayou View
JACKSON
Mary Belle Key

Missouri

AFFTON
Affton Jr. High
KANSAS CITY
Center Annex
Pitcher
ST. JOSEPH
*Central High
Holy Rosary
Immaculate Conception
St. James
St. Joseph's Cathedral
St. Mary's
Saints Peter and Paul

Nebraska

LINCOLN
Bancroft
Belmont
Bethany
Blessed
Capitol
Clinton
Eastridge
Elliott
Everett Jr. High
Hartley
Havelock
Hawthorne
Holmes
Huntington

SCHOOLS PARTICIPATING IN THE NATIONAL CAMPAIGN FOR THE PREVENTION OF FALLS

by filling in and submitting the Check List for School Participation, will receive the National Safety Council's Award for Cooperation for their participation in this important accident prevention program.

Starred with asterisks on the Honor Roll list are the 845 schools which not only participated in the Honor Roll program but are also receiving awards for cooperation in the falls prevention campaign.

With the realization that falls are second only to traffic accidents in the total number of accidental deaths each year, the Falls Campaign Check List afforded schools an opportunity to grade their programs on safety from falls in three categories: all-personnel inspection and action programs; curricular and administrative safety activities; and inspection, maintenance, and repair of floors, stairs and ground surfaces.

Park
Prescott
Randolph
Riley
Saratoga
Sheridan
Whittier Jr. High

Nevada

RENO
*Peavine

New Jersey

CHATHAM TOWNSHIP
Lafayette Avenue
CLIFTON
Clifton #14
ELIZABETH
Elmora #12
Madison Monroe #16
HACKENSACK
Fairmount
HAMILTON SQUARE
Hamilton Square
HASKELL
Haskell Public
HIGHLAND PARK
Irving
HILLSIDE
George Washington
Hillside Avenue
HOBOKEN
Joseph F. Brandt
IRVINGTON
Madison Avenue
LAKEHURST
Lakehurst
LAKEWOOD
Clifton Ave. Grade
LAURENCE HARBOR
Memorial
LINCROFT
Lincroft
LINDEN
Linden #1
Linden #2
Linden #3
Linden #4
Linden #6
Linden #7
Linden #8
Linden Jr. High
Myles J. McManus
LITTLE FERRY
Washington
Wilson
LIVINGSTON
Hillside
LYNDHURST
Franklin
Washington
MANASQUAN
Manasquan Schools
MONTCLAIR
Watchung
MORGANVILLE
Morganville
MOUNTAINSIDE
Deerfield
Echobrook
NEWARK
South Seventeenth St.
NORTH ARLINGTON
Franklin D. Roosevelt
Washington
NORTHVALE
Nathan Hale
PENNSAUKEN
Benjamin Franklin
Collins Tract
PINE HILL
Pine Hill #1
ROSELLE PARK
Aldene
SCOTCH PLAINS
Evergreen and School #3
SOMERDALE
Somerdale Grade
STILLWATER
Stillwater Township Consol.
TRENTON
Alfred Reed
B. C. Gregory
Eugene S. Willey
Junior High #3
Kuser
McGalliard
Slackwood
Thomas Jefferson
William G. Cook
UNION
Battle Hill
Connecticut Farm's
Hamilton
WASHINGTON
Washington Twp. Consol.
WINFIELD PARK
Winfield Park
WOODBURY
Walnut Street
West End Memorial
YARDVILLE
Yardville

New Mexico

CARLSBAD
Dr. L. H. Pate
LAS CRUCES
*MacArthur

New York

ADDISON
*Addison Central
CORNING
East Corning
Gibson
South Corning
EGGERTSVILLE
Windermere Blvd.
LEVITTOWN
Levittown Memorial High
NASSAU
Nassau
REGO PARK
Horace Harding #206

North Carolina

LEMON SPRINGS
*Greenwood
SANFORD
Deep River
Lee
*New Hope

Ohio

AKRON
*George Barber
Mason
Portage Path
Rimer
Thomastown
CINCINNATI
Western Hills High
EUCLID
Lincoln
EXCELLO
Middletown Amanda
HAMILTON
Grant
St. Ann
St. Joseph
St. Mary
LAKEWOOD
*Madison
MIDDLETOWN
Maple Park
Oneida
TOLEDO
Bancroft Hills
Edgewater
Fulton
*Glenwood
*Heather Downs
*Holy Rosary
Immaculate Conception
Lincoln
Longfellow
Monroe
Navarre
Old Orchard
*Pickett
Roosevelt
*Rosary Cathedral
*Sacred Heart
*St. Adalbert
*St. Agnes
*St. Hedwig
St. Mary
*St. Pius X
St. Teresa's
Walbridge
Westfield
Whittier
YOUNGSTOWN
Adams
Bancroft
Chaney High
*Cleveland
*Coitsville Center
Covington
East High
*Elm
Garfield
*Harding
Holy Name
Immaculate Conception
*Jackson
Hillman Jr. High
Jefferson
Kirkmere
Lincoln
McKinley
Madison
North High
Sacred Heart
St. Ann
St. Brendans
St. Casimir
St. Christine
*St. Columba Cathedral
Sts. Cyril and Methodius
St. Dominic
*St. Edward
St. Elizabeth
St. Joseph
St. Matthias
St. Patrick
Sts. Peter & Paul
*St. Stanislaus
Sheridan
South High
Stambaugh
Taft
The Rayen
*Thorn Hill
*Tod
Ursuline High
*U. S. Grant
*Washington
West
West Jr. High
Woodrow Wilson High
W. P. Williamson

Oklahoma

OKLAHOMA CITY
Chester A. Arthur
Eugene Field
Harding Jr.-Sr. High
Jefferson Davis
Longfellow
Luther Burbank
TULSA
Alcott
Barnard
Bryant
Burbank
Celia Clinton
Charles W. Eliot
*Cherokee Elem. and Jr. High
Daniel Webster High
*Dunbar
Grover Cleveland Jr. High
Hawthorne
Jane Addams
John Ross
*Kendall
*McKinley
Osage
Pershing
*Ralph J. Bunche
Sam Houston
Sequoyah
*Sidney Lanier
*South Haven
*William Penn

Oregon

GOSHEN
*Goshen
MEDFORD
Hedrick Jr. High
Jefferson
OREGON CITY
Eastham

Pennsylvania

ALIQUIPPA
Five Points
ALLENTOWN
Muhlenberg
BETHLEHEM
Calypso
Central
Donegan
*Nitschmann Jr. High
Rosemont
Washington Jr. High
BLOOMSBURG
*W. W. Evans Memorial
BUTLER
Bon Aire
*West End
CAMBRIDGE SPRINGS
Cambridge Springs
EASTON
Wilson Borough Area
Joint High
Wolf Jr.High
ERIE
*Belle Valley
Lakewood
Montclair
Ridgefield
HARRISBURG
Linglestown
Paxtonia
HAZLETON
Mother of Grace
HYDE
Hyde
LANGELOTH
Langeloth
LANSDALE
Green St., York Ave.
ORELAND
Enfield
PHILADELPHIA
Abraham S. Jenks
*Alexander Dallas Bache
*Anthony Wayne
Avery D. Harrington
*Charles Y. Audenried
*East Falls
*Francis M. Drexel
*Francis Read
George C. Clymer
James Alcorn
James L. Claghorn
*James R. Ludlow
John Greenleaf Whittier
John H. Webster
John L. Kinsey
*John Sartain
Joseph Allison
Lowell
*Morris E. Leeds Jr. High
Pastorius
Robert Morris
*Thomas Jr. High
William Dick
PITTSBURGH
*Bedford
*Connelley Voc. High
*Fort Pitt
Franklin
*Hebron
*Philip Murray
Semple
Spring Hill
Woods Run
ROSLYN
Roslyn
SCRANTON
Charles Sumner #18
SUNBURY
Hill
WILKINSBURG
*Allison
YORK
Lincoln
Madison
Stevens

South Dakota

SIOUX FALLS
Bancroft
Benjamin Franklin
*Emerson
*Eugene Field
*General Beadle
*Hawthorne
*Horace Mann
*Jefferson
*Lincoln
Longfellow
*Lowell Grade
*Mark Twain
S. Sioux Falls Grade
Washington High
*Whittier Jr. High

Tennessee

ANTIOCH
Mount View
DAVIDSON COUNTY
Andrew Jackson
Dodson
Haynes
John B. Whitsitt
John Early
Shwab
Woodbine
GOODLETTSVILLE
*Goodlettsville
Old Center
MADISON
Amqui
NASHVILLE
Bordeaux
Donelson
Eakin
Johnson
Julia Andrews
Julia Green

Safety programs vary from school to school. Programs of *proven* worth engaged in by many schools with good safety education programs are listed in the Honor Roll check list as a basis for Honor Roll recognition.

A few of the activities which should be carried on in order to win an Honor Roll listing for the first three years are:

- maintaining a spot map of locations where accidents have occurred;
- arranging for younger students to have supervised practice in (1) fire drills, (2) crossing the street, (3) using school equipment, and (4) using the transportation system;
- cooperating in community safety activities, such as Fire Prevention Week, Clean-Up Week, etc.

Margaret Allen
Martha Vaught
Mount Zeno
Providence
Robertson Academy
Rosebank
*Washington Jr. High

Texas

AMARILLO
Alice Landergin
Coronado
George Washington Carver
Glenwood
*McKinley
South Lawn
*Whittier
Will Rogers
BEAUMONT
Booker T. Washington
*Fletcher Elementary
*Ogden Elementary
Voth Rosedale
CORPUS CHRISTI
*W. B. Ray Sr. High
DALLAS
David G. Burnet
Lenore Kirk Hall
Margaret B. Henderson
Urban Park
FORT WORTH
*Amanda F. McCoy
*Bonnie Brae
Carter Park
*Como
D. McRae
Denver Avenue
*Dunbar Ele. Jr. and Sr. High
*East Handley
G. E. Tandy
*Glencrest
Glenview
Hubbard Heights
H. V. Helbing
*James Guinn Jr. High
*Mary Louise Phillips
M. H. Moore
*Ridglea Hills
Ridglea West
R. Vickery
St. George
St. Thomas
South Hi Mount
*Springdale
S. S. Dillow
*Stephen F. Austin
MARSHALL
Pemberton Jr.-Sr. High
WICHITA FALLS
Ben Franklin
*Carrigan
Crockett
*Fannin
Harrell
*McGaha
*Reagan Jr. High
Sam Houston
San Jacinto
Sheppard Air Force Base
Wichita Falls Sr. High
Zundelowitz Jr. High

Utah

OGDEN
*Grant
Horace Mann
Lynn
Pingree
*Wasatch

Virginia

HARRISONBURG
W. H. Keister

Washington

SEATTLE
North Queen Anne

Wisconsin

BELOIT
Burdge
Cunningham
Converse
Gaston
Hackett
Merrill
Parker
Robinson
Royce
Strong
Todd
Waterman
Wright
KENOSHA
*Columbus
*Frank
*Grant
Jefferson
OSHKOSH
Emmeline
Franklin
Jefferson
Lincoln
Longfellow
Merrill Jr. High and Ele.
Oaklawn
Read
Roosevelt
Smith
South Park
Washington
Webster Stanley Jr. High
PLUTO (Raleigh County)
Freezeland Mountain
RACINE
*Theodore Roosevelt
SPOONER
Spooner City Schools
WAUPACA
Waupaca Schools
WAUSAU
Franklin
Grant
Lincoln
Wausau Jr. High

Wyoming

CHEYENNE
*Alta Vista
LARAMIE
Lincoln
RELIANCE
Reliance and Stansbury School Systems



FIRST YEAR

Alabama

ALEXANDER CITY
Alexander City Jr. High
ANSLEY
Shellhorn Jr. High
BIRMINGHAM
Elyton
Gorgas
South Highland

Arizona

TUCSON
Tucson Schools

California

BAKERSFIELD
Lincoln Jr. High
CASTRO VALLEY
Clifton
Marshall
Proctor
Sydney
Vannoy
COMPTON
El Segundo
CONCORD
*Concord
*Hillcrest
Holbrook
Monte Gardens
Shadelands Cerebral Palsy
Ygnacio Valley
FREDERICKSBURG
Fredericksburg
FREMONT
Glenmoor
HANFORD
*Hanford Union High
James Monroe
*Jefferson
Lakeside Union
Lee Richmond
Roosevelt
HAYWARD
Eldridge
Hillcrest
*Hillview Crest
Markham
*Palma Ceia
Schafer Park
Strabridge Upper Grade
IRVINGTON
E. M. Grimmer
LODI
Garfield
Leroy Nichols
Lincoln
LOS ANGELES
Alexander Hamilton High
MADERA
Madera
MANTECA
Veritas
MODESTO
Elihu Beard
*Enslen
La Loma
NORTHRIDGE
Northridge Jr. High
OAKLAND
*Alexander Hamilton Jr. High
Our Lady of Lourdes
PACHECO
*Pacheco
PITTSBURG
Shore Acres
PLEASANT HILL
*Gregory Gardens
Pleasant Hill
Strandwood
RIPON
San Joaquin
SAN BRUNO
Capuchino High
SAN LEANDRO
Fairmont Terrace
Halcyon
SAN LORENZO
Hillside
SANTA CLARA
Jefferson
SARATOGA
El Quito Park
STANFORD
Lincoln
STOCKTON
Amos Alonzo Stagg Sr. High
Harrison
John Fremont Jr. High
John Marshall Jr. High
Millard Fillmore
St. Mary's Assumption

Canada

SARNIA, ONTARIO
Sarnia Northern Collegiate Institute

Canal Zone

BALBOA
Balboa Jr. High
PARAISO
Paraiso High

Colorado

AURORA
Aurora Schools
LAKEWOOD
Lakewood Jr. High

Connecticut

ANDOVER
Andover
AVON
Huckleberry Hill
BALTIC
Sayles
BLOOMFIELD
*Blue Hills
Park Avenue
BRANFORD
Branford Hills
BRIDGEPORT
Nathan Hale
BRISTOL
Fall Mt.
T. H. Patterson
COLUMBIA
*Horace W. Porter
DARIEN
Toteneke
DAYVILLE
*Dayville
EAST HARTFORD
*Burnside
*Center
George Slye
*John J. McCartin
*Joseph O. Goodwin
Sunset Ridge
*Willowbrook Park
EAST HAVEN
Deer Run
Foxon
Grove J. Tuttle
Highland
Momauguin
Union
William E. Gillis

EASTON
Samuel Staples
FAIRFIELD
McKinley
GAYLORDSVILLE
*Gaylordsville
GUILFORD
Calvin Leete
Church Street
Melissa Jones
HAMDEN
Hamden High
Michael Whalen Jr. High
Newhall Street
HARTFORD
Arsenal
Dominick F. Burns
*Eleanor B. Kennelly
Hartford Public High
Jones-Northwest
Mary M. Hooker
MANCHESTER
Highland Park
Manchester Green
Robertson
*Washington
MERIDEN
Benjamin Franklin
Israel Putnam (Broad St.)
Israel Putnam (Parker Ave.)
John Barry
Jonathan Trumbull
Nathan Hale
Roger Sherman
Samuel Huntington
MILFORD
West Main St.
MOOSUP
Moosun Grammar
NEW BRITAIN
*Sacred Heart
St. Thomas Aquinas High
Stanley Holmes
Thomas Jefferson
NEW CANAAN
Center
South
NEW HAVEN
Bassett Jr. High
Davis Street
Highland Heights
James Hillhouse High
Jessie I. Scranton
Katherine A. Brennan
Lovell
Roger Sherman
Skinner
Truman
Welch
West Hills
Wilbur L. Cross High
Woolsey
NEW MILFORD
Main Street
New Milford High
The John Pettibone
NEWTOWN
Hawley
NORWALK
*Roosevelt
NORWICH
John B. Stanton
OAKVILLE
Falls Avenue
Polk
South
OLD SAYBROOK
*Old Saybrook
ORANGE
High Plains
Mary L. Tracy
PAWCATUCK
West Broad St.
RIDGEFIELD
Veterans Park
ROCKVILLE
Vernon
ROCKY HILL
*Center
*Dr. Oran A. Moser
ROXBURY
Booth Free
SOUTH MERIDEN
Hanover
SOUTHINGTON
Lincoln-Lewis
*Southington High
STAFFORD
Pinney
STAFFORD SPRINGS
Ashford
Borough
West Stafford
STAFFORDVILLE
Staffordville
STAMFORD
*Stamford High
STONY GREEK
Stony Creek
STRATFORD
Chapel Street
Eli Whitney
*Honeyspot
SUFFIELD
East Street
TOLLAND
*Ratcliffe Hicks Memorial
TORRINGTON
*Burrville
WALLINGFORD
Moses Y. Beach
Parker Farms
*Washington St.
WATERBURY
*Wendell L. Cross
*Woodtick
WATERTOWN
Baldwin
Fletcher W. Judson
Gordon Swift Jr. High
Watertown High
WEST HARTFORD
Elmwood
Florence E. Smith
*Lloyd H. Bugbee
Talcott Jr. High
WEST HAVEN
Alma E. Pagels
Edith E. Mackrille
Noble
*Seth G. Haley
WESTPORT
*Saugatuck
WILSON
*Roger Wolcott
WILTON
Comstock
WINDSOR
Clover Street
H. Sidney Hayden
John Fitch
WINSTED
*Green Woods
Hinsdale
*Isabell M. Pearson
*Pearson
Gilbert
WOLCOTT
*Judah Frisbie

Delaware

WILMINGTON
David W. Harlan

Florida

BARTOW
Floral Avenue
CLEARWATER
Skycrest
DAVENPORT
Davenport Jr. High
DELRAY BEACH
Delray Beach
ELOISE
Eloise
FORT LAUDERDALE
East Side
Edgewood
*Pine Ridge
*Rock Island
FORT PIERCE
Dan McCarty High
Frances K. Sweet
*Means Court
St. Lucie County Jr. High
HIALEAH
*Palm Springs
*South Hialeah
HOLLYWOOD
Colbert
JACKSONVILLE
Annie Beaman
*Beulah Beal
Brentwood
Lake Forest Hills #91
Matthew W. Gilbert High
Pinedale #93
JACKSONVILLE BEACH
Duncan U. Fletcher
LAKELAND
Combee
Dixieland
John F. Cox
Medulla Westside
Moorehead
Rochelle
Rochelle Jr.-Sr. High
Southwest
Webster Avenue
MIAMI
Coconut Grove
Henry M. Flagler
*Miami Edison Jr. High
MIAMI BEACH
*Nautilus Jr. High
*North Beach
MIAMI SPRINGS
*Miami Springs
MULBERRY
J.R.E. Lee Jr. High
Mulberry Jr.-Sr. High
MYRTLE GROVE
*Little Flower
NICHOLS
Nichols
NORTH MIAMI
*William Jennings Bryan
OAKLAND
Oakland
ORLANDO
Callahan
Forrest Park
*Frances L. Blankner
Pineloch
PENSACOLA
*Agnes McReynolds
A. K. Suter
Pensacola Catholic High
*Sacred Heart
*St. Michael
*St. Stephen
PINELLAS PARK
Pinellas Park
PLANT CITY
*Springhead
RUSKIN
*Ruskin
ST. PETERSBURG
West Central
STUART
Martin County High
TALLAHASSEE
*Kate Sullivan
TAMPA
Blanche Cahoon
Gorrie
*Henry Mitchell
*Manhattan
*Philip Shore Ele. & Jr. High
*Robert E. Lee
Theodore Roosevelt
*Woodrow Wilson Jr. High
WINTER GARDEN
*Charles R. Drew High
Lakeview High
WINTER HAVEN
Brigham
Inwood
WINTER PARK
Glenridge Jr. High
Lakemont
Winter Park

Georgia

ALPHARETTA
Alpharetta
*Bailey-Johnson
Hopewell
Northwestern
ATLANTA
*Clara Maxwell Pitts
E. A. Ware
*English Avenue
*E. P. Johnson
Humphries
*John Hope
Mary McLeod Bethune
Moreland
R. L. Hope
Sandtown
Spring St.
Thomasville
Utoy Springs
W. J. Scott
COLLEGE PARK
Benjamin Neely
Jefferson Franklin Beavers
Kathleen Mitchell
*S. R. Young
EAST POINT
*Harris Street
Jere A. Wells
Marion Smith
FAIRBURN
*Fairburn
*M. P. Word
MACON
Ballard Hudson Jr. Division High
STONEWALL
Stonewall

Illinois

ALTON
Clara Barton
Washington
BERWYN
Karel Havlicek
BETHALTO
Bethalto Grade
Civic Memorial High
Culp Grade
Meadowbrook Grade
Wilbur Trimpe Jr. High
BROOKFIELD
Lincoln, Dist. #103
BUSHELL
Bushnell East Side
Bushnell Jr. High
Bushnell West Side
CARTHAGE
Community High
COTTAGE HILLS
Cottage Hills
CUBA
Cuba High
DANVILLE
Edison
Fairchild
Grant
Hooton
Lincoln
Northeast
Oaklawn
Roselawn
DECATUR
E. J. Muffley
Enterprise
Grant
John J. Pershing
*Mary W. French
Roach
Warren
Washington
EAST MOLINE
John Deere
Katherine Butterworth
FREEPORT
Center Street
Empire
First Ward
Freeport Sr. High
Harlem
John W. Henney
Taylor Park
GALESBURG
Bateman
Churchill Jr. High
Cooke
Farnham
GRAFTON
Grafton
HINSDALE
Lane
Oak
JERSEYVILLE
Jerseyville East
Jerseyville West
LA GRANGE PARK
Forest Road
MACOMB
Adair
Edison Jr. High
Grant
Lincoln
Logan
MacArthur
Macomb Sr. High
Roosevelt
St. Paul
Wilson
MOLINE
Horace Mann
Irving
MT. MORRIS
Mt. Morris High
NORTHBROOK
Glenbrook High
PEORIA
Columbia
Glen Oak
Loucks
Thomas Jefferson
Von Steuben
PITTSFIELD
*Pittsfield High
PRAIRIE CITY
Prairie City Grade
QUINCY
*Highland-Riverside
ROCKFORD
West View

SPRINGFIELD
Hay Edwards
TILTON
Tilton
WARSAW
Warsaw

Indiana

BEDFORD
Lincoln
ELKHART
Roosevelt
EVANSVILLE
Centennial
Lincoln
West Heights
FORT WAYNE
Indian Village
GARY
*Aetna
GOSHEN
Goshen High
LA PORTE
La Porte High
MARION
McCulloch Grade & Jr. High
NASHVILLE
Nashville High
NEW ALBANY
Spring Street Jr. High
NOBLESVILLE
Third Ward

Iowa

ACKLEY
Ackley Community
ALBIA
Albia High
*Grant
*Jefferson
*Lincoln
*Washington
ALGONA
Algona High
Agona Jr. High
Lucia Wallace
Third Ward
ALTA
Fairview Consolidated
ALTA VISTA
*Alta Vista Public
BATAVIA
Batavia Independent
BLOOMFIELD
Bloomfield High
BODE
Twin Rivers Community
BRADGATE
Bradgate Consolidated
BRIGHTON
Brighton Grade
BURLINGTON
James Wilson Grimes
John Lockwood Corse
Prospect Hill
CAMBRIA
*Cambria Consolidated
CEDAR RAPIDS
Bertram Independent
CLEAR LAKE
Clear Lake Schools
CLIMBING HILL
Climbing Hill Community
COLESBURG
Cole-burg Consolidated
CORNING
Corning Schools
CORYDON
Co-ydon Public
DAVENPORT
Hayes
Hoover
Jefferson
Johnson
Madison
Roosevelt
Taylor
Washington
Wilson
DENISON
Denison Community
DOON
Doon High
DURANT
Durant Schools
EARLHAM
Earlham Community
FONDA
Fonda Community
GARNER
Garner Community
GARRISON
Garrison Consolidated
GILLETT GROVE
Gillett Grove Cons.
GRIMES
Grimes Independent
GRINNELL
*Cooper
GUERNSEY
Guernsey High
GUTTENBURG
Guttenberg Community
HUDSON
Hudson Consolidated
IOWA CITY
Henry Sabin
Henry W. Longfellow
Herbert Hoover
Junior High
Lincoln
*Mark Twain
*Roosevelt
IRWIN
Irwin Community
LOCKRIDGE
Lockridge Independent #6
MADRID
Madrid
MARION
Lincoln
MASON CITY
Holy Family
Mason City Schools
McINTIRE
McIntire Public
MONTOUR
Montour Independent
MT. PLEASANT
Mt. Pleasant High
NEWTON
Thomas Jefferson
*Woodrow Wilson
OELWEIN
Central
Harlan
Oelwein Jr. High
Oelwein Sr. High
Parkside
Southside
OSKALOOSA
*Webster
OTTUMWA
Agassiz
Anne G. Wilson
PERSIA
Persia Schools
PLAINFIELD
Plainfield Public
QUIMBY
Quimby
RED OAK
*Bancroft
Red Oak Jr.-Sr. High, Ele.
ROCK FALLS
Falls Township Cons.
ROWLEY
Rowley Consolidated
SCRANTON
Scranton Consolidated
SOLDIER
Soldier Consolidated
STANWOOD
Stanwood Consolidated
STORM LAKE
Storm Lake Jr. High
*Storm Lake High
TRIPOLI
Tripoli Community School District
UNION
Union-Whitten Community
WALL LAKE
Wall Lake
WAVERLY
Washington Irving
WEST BRANCH
West Branch Schools
WINTHROP
*Winthrop Cons.

Kansas

TOPEKA
Lafayette
WICHITA
Fred A. Sowers
Greiffenstein

Kentucky

ASHLAND
Wylie
FT. THOMAS
Highland High
JEFFERSON COUNTY
Ballard Memorial
Gilmore Lane
Greenwood
John Filson
South Park
*Suda E. Butler High
Sylvia Wilkerson
Watson Lane
*Worthington
LEXINGTON
Christ the King
*M. A. Cassidy
LOUISVILLE
Barret Jr. High
*Clarence A. Rubado
*Emerson
*George D. Prentice
*Gottschalk Jr. High
Henry B. Manly Jr. High
*Highland Jr. High
Madison St. Jr. High
Western Jr. High
OWENSBORO
Abraham Lincoln
*Benjamin Franklin

Louisiana

BATON ROUGE
Banks
ELTON
Elton High
EUNICE
Eunice High
GRAMBLING
Grambling College Laboratory
HOMER
Homer Colored High
NEW ORLEANS
C. J. Colton Jr. High
Thomas Jefferson

Maine

BATH
Morse High Metal Trades Shop

Maryland

BALTIMORE
*Carrollton Jr. High #183
Elmer A. Handerson
*Fannie L. Barlour
Frances Ellen Harper #111
Govans
Hamilton Jr. High
James Mosher
Northwood
*Pimlico Jr. High
Robert E. Lee and Lafayette Jr. Highs
Windsor Hills #87

Massachusetts

BILLERICA
Thomas A. Ditson
FALL RIVER
A. S. Letourneau
Brown
Diman Vocational High
Hector L. Belisle
Hugo A. Dubuque
Laurel Lake
Slade
William S. Greene
Granby
Granby Grade
HAMTRAMCK
*St. Florian
HOLYOKE
Blessed Sacrament
Edward N. White
Mater Dolorosa
Precious Blood
LAWRENCE
*Arlington
Daniel Saunders
Oliver Primary
SPRINGFIELD
Armory St.
Brightwood
Carew St.
Homer St.
Hooker
Memorial
Washington
William N. De Berry
WAKEFIELD
Hurd
Lincoln
WALTHAM
Chauncey Newhall
Ezra Fitch
Jonathan Bright
Nahum Hardy
*Nathaniel P. Banks
Northeast
North Jr. High
Northwest
Phineas Lawrence
St. Charles
*St. Pierre
Thomas Hill
Thomas R. Plympton
Waltham High
Warren
Warrendale
Whittemore
WELLESLEY
Marshall L. Perrin
WEST SPRINGFIELD
Immaculate Conception
John Ashley
Kings Highway
Main Street
Memorial
Mittineague
Park Avenue
St. Thomas
Tatham
West Springfield High
West Springfield Jr. High

Michigan

FLINT
Coolidge
Doyle Community
Durant Community
Hazelton
Lincoln Community
Parkland
Potter Community
*Roosevelt Community
Walker Community
Washington Community
HAMTRAMCK
Dickinson
Holbrook
Immaculate Conception
Kosciuszko
Pulaski
St. Ladislaus High
INKSTER
Carver
LANSING
Kalamazoo St.
Lyons Ave.
Maplewood
Verlinden Ave.
MARCELLUS
Star
MT. PLEASANT
*College
Pullen
ROSEVILLE
Eastland
*Edgewood
Huron Park
Lincoln

Minnesota

COLERAINE
*Greenway Sr. & Jr. High
DULUTH
Ordean Jr. High
MT. IRON
Mt. Iron Grade
NASHWAUK
*Cloverdale
PENGILLY
*Pengilly
ROCHESTER
*Jefferson

Mississippi

AVON
Riverside Cons.
COLUMBUS
Demonstration
GREENWOOD
Davis
Greenwood High
North Greenwood
GULFPORT
Gulfport High
JACKSON
Barr School
Galloway
Mary Lee Boyd
Nannie C. McWillie
Poindexter
Meridian
Chalk
Marion Park
PASEAGOULA
Beach
STARKVILLE
John W. Overstreet

Missouri

KANSAS CITY
- Assumption
- Blessed Sacrament
- Cathedral
- Christ the King
- George B. Longan
- Graceland
- Guardian Angel
- Holy Cross
- Holy Name
- Holy Trinity
- James
- J. C. Nichols
- Kensington
- Manchester
- *Marlborough
- Our Lady of Good Counsel
- Our Lady of Guadalupe
- Our Lady of Lourdes
- Our Lady of Sorrows
- Paseo High
- Pius X Boarding
- St. Aloysius
- St. Augustine
- St. Elizabeth's
- St. Frances Seraph
- St. Francis Xavier
- St. James
- St. John the Baptist
- St. Mary's
- St. Michael's
- St. Peter's
- St. Vincent's
- Visitation
- Woodland

KIRKWOOD
- Des Peres
- Westchester

Nebraska

LINCOLN
- Bryan
- College View
- Hayward
- Irving Jr. High
- Lake View
- Norwood Park
- Pershing

Nevada

RENO
- Hunter Lake
- Northside Intermediate

New Jersey

AUDUBON
- Audubon Two
- Audubon Three

BLOOMINGDALE
- Bloomingdale Public

BOGOTA
- *School Number Two

BRIDGETON
- Irving Avenue
- South Avenue

BROOKLAWN
- Brooklawn Grade

CLEMENTON
- W. T. Gibbs

CLIFTON
- Clifton Public #4

CRANFORD
- Brookside Place
- Cranford High

CRESSKILL
- Cresskill Schools

EAST KEANSBURG
- East Keansburg Public

ELBESON
- Oakhurst Grammar

FORT LEE
- Fort Lee Jr.-Sr. High School

GLADSTONE
- Peapack Gladstone

HADDONFIELD
- Wesely R. Stafford

HADDON HEIGHTS
- Haddon Heights Schools

HAMILTON SQUARE
- Frederick R. Sayen

HILLSIDE
- A. P. Morris—Saybrook
- Hurden Looker

JAMESBURG
- Jamesburg High

KENILWORTH
- Harding

LANDISVILLE
- Landisville

LITTLE SILVER
- Little Silver Public

LYNDHURST
- River Road

MILLTOWN
- Milltown Public

NEPTUNE CITY
- Roosevelt

NEWARK
- Franklin
- Speedway Avenue

NIXON
- Sand Hills and Bonhamtown

NORTHFIELD
- Mill Road

PALMYRA
- Palmyra Schools

PERTH AMBOY
- *Middlesex County Voc. & Tech. High

PHILLIPSBURG
- Freeman

PINE
- Pine Hill #2

PITMAN
- Summit Avenue

PLAINFIELD
- Bryant
- Cedarbrook

QUINTON
- Quinton

RAHWAY
- *Franklin
- *Grover Cleveland
- *Lincoln
- *Madison
- *Roosevelt
- *St. Mary's Parochial

RIDGEFIELD
- Ridgefield School #3

ROSELLE PARK
- Robert Gordon

SEASIDE PARK
- Seaside Park

SOUTH ORANGE
- Marshall
- South Mountain

SPRINGFIELD
- *Edward V. Walton
- *Florence M. Gaudineer
- *James Caldwell
- *Raymond Chisholm

TEANECK
- James Russell Lowell

TRENTON
- Cadwalader
- Lanning

WESTFIELD
- Benjamin Franklin
- Columbus
- Elm Street
- Grant
- Jefferson
- Lincoln
- McKinley
- Roosevelt Jr. High
- Washington
- Woodrow Wilson

WESTVILLE GROVE
- Westville Grove

New Mexico

CARLSBAD
- *Puckett
- Riverside

New York

ALBANY
- Public #19

BLACK RIVER
- Black River Branch-Carthage Central

CARTHAGE
- *Carthage

EAST MEADOW
- Woodland Jr. High

ELIMIRA
- Coldbrook Park

FELTS MILLS
- Felt Mills Branch—Carthage Central

NEW HYDE PARK
- New Hyde Memorial Jr.-Sr. High

NEW PALTA
- Campus

PERRY
- Perry Central Schools

POUGHKEEPSIE
- Charles B. Warring
- Christopher Columbus
- S.F.B. Morse
- *William W. Smith

North Carolina

ASHEBORO
- Lindley Park
- Tabernacle

CHARLOTTE
- Cotswold

KNOTTS ISLAND
- Knotts Island

SALISBURY
- A. T. Allen

Ohio

AKRON
- Harris
- West Jr. High

BARBERTON
- Hazelwood
- *Memorial
- Oakdale
- Rose
- Washington

CINCINNATI
- Covedale
- Seton High

EUCLID
- Memorial Park

HAMILTON
- George Washington
- Jefferson
- St. Peter in Chains
- Van Buren

LAKEWOOD
- Emerson Jr. High
- Lincoln
- McKinley

PARMA
- Renwood
- *Ridge-Brook

TOLEDO
- Jessica Marshall
- McKinley
- Oakdale
- Point Place
- St. Anthony
- St. John's
- *St. Stanislaus
- St. Stephen
- St. Vincent de Paul
- Warren
- Washington

Oklahoma

LAWTON
- Garfield

OKLAHOMA CITY
- James Madison
- John Marshall Jr.-Sr.
- Northwest Classen High
- Ridgeview
- Taft Jr.
- Tyler
- U. S. Grant Jr. Sr. High
- Valley Brook
- Wheeler
- Willard
- William McKinley

TULSA
- *Bell Jr. High
- *Booker T. Washington High
- Burroughs
- *Central High
- *Charles S. Johnson
- *Clinton Jr. High
- Edison Jr.-Sr. High
- Emerson
- *Eugene Field
- *George Washington
- Horace Mann Jr. High
- *Irving
- Jefferson
- John Marshall
- Lee Elementary
- Lincoln
- Lindbergh
- Longfellow
- Lowell
- Lowell Jr. High
- McClure Ele. High
- Oliver Wendell Holmes
- *Patrick Henry
- Paul Revere
- Riverview
- Robert L. Owen
- *Springdale
- *Theodore Roosevelt Jr. High
- *Whittier
- *Woodrow Wilson Jr. High

Oregon

EUGENE
- Washington

LEABURG
- Leaburg

MEDFORD
- Oak Grove
- West Side

SPRINGFIELD
- *Brattain
- Maple
- *Moffitt
- *Thurston

Pennsylvania

ABINGTON
- Cedar Road
- Highland
- *North Hills

ALIQUIPPA
- Center Township Cons.
- New Sheffield

ALTOONA
- Wright

BEAVER FALLS
- Beaver Falls Central

BETHLEHEM
- Broughal Jr. High
- Fairview
- Franklin
- *Jefferson
- Lafayette
- Lincoln
- Lindbergh
- Madison
- *Monocacy
- Northeast Jr. High
- Packer
- *Penn

BIRDSBORO
- Robeson Township

BOWERS
- Maxatawny

BUTLER
- Center Avenue

CAMPBELLTOWN
- Campbelltown Grade

CENTERVILLE
- Bloomfield

CLEARFIELD
- Hillsdale

CYCLONE
- Cyclone

EAST LIBERTY
- East Liberty

EASTON
- Cottingham
- F. A. March
- Forks Consolidated
- Franklin
- Liberty
- Porter
- *Vanderveer
- Webster

EMIGSVILLE
- Emigsville

ERIE
- Asbury
- Kearsarge
- Meomorial Jr. High
- Tracy

GLEN RICKEY
- Glen Rickey Cons.

GRACETON
- Graceton

GRANTVILLE
- East Hanover

HANOVER
- Walnut Street

HARRISBURG
- Webster

HAZLETON
- Arthur Street

HUMMELSTOWN
- Hummelstown

KITTANNING
- Garretts Run

LEBANON
- Southwest

LUCERNE MINES
- Lucerne

McKEESPORT
- Green Valley

MEADVILLE
- Meadville Area School District Schools

NEW KENSINGTON
- Greenwald Memorial
- Valley Heights

PHILADELPHIA
- Drew
- Edward Gideon
- Edward M. Paxson
- Gustavus S. Benson
- Hartranft
- Joel Cook

John Bartram High
John Moffet
Joseph E. Hill
Julia Ward Howe
Lydia Darrah
Mayfair
Murrell Dobbins Voc.-Tech.
*Oliver P. Cornman
Olney
Overbrook High
Pratt-Arnold
Russell H. Conwell
*Shawmont
*Sulzberger Jr. High
Thomas Potter
Walton
*W. D. Kelley
*William B. Mann
William Penn High
Wissahickon

PITTSBURGH
*Banksville
*Baxter
*Boggs Avenue
Hays
*James E. Rogers
Mifflin
*Miller
*Robert L. Vann
Thomas Jefferson
Turner

PLAINFIELD
Plainfield

READING
Tyson-Schoener

ROCHESTER
Adams Street

RUTHERFORD HEIGHTS
Rutherford Grade

SCRANTON
Alexander Hamilton #19
James Madison
John James Audubon

SHARON
Hickory Township Schools

SUNBURY
Drumheller

VERONA
Davidson

WARREN
Jefferson
*McClintock
South Street

WARRINGTON
Warrington

WESLEYVILLE
Wesleyville Schools

WEST SUNBURY
West Sunbury Ele. and Jr. High

WESTTOWN
Westtown-Thornbury

WILKINSBURG
*Johnston

WILLIAMSPORT
George Washington

WINDSOR
Windsor Township

YORK
Franklin
Jacob L. Devers
Lightner
Theodore Roosevelt
William Penn Sr. High
Wilson

South Carolina

COLUMBIA
*Andrew Jackson
*Satchel Ford Road

FAIRFOREST
West View

GREENVILLE
East Gantt
Saus Souci

NORTH CHARLESTON
N. Charleston High

PICKENS
Pickens Mill Grammar

SPARTANBURG
*Southside

Tennessee

ARLINGTON
*Field's

ATHENS
*J. L. Cook

BAXTER, (Putnam County)
*Baxter Seminary

BIG SANDY
*Big Sandy High

BULLS GOP
St. Clair

CHATTANOOGA
Roland W. Hayes
West View
*White Oak

COLLEGE GROVE
Kirkland

CUNNINGHAM
*Montgomery Central

ELBRIDGE
Cloverdale

HUNTINGDON
*Hale

JACKSON
*Tri-Community

JOELTON
Joelton
*Morny

JONESBORO
*Boones Creek High

KINGSPORT
Douglass High
*Gravely
Kingsley
*Long Island

KNOXVILLE
*Chilhowee
*High Bluff
*Moreland Heights
Shannondale
South High

LAKE CITY
*Lake City High

LOUDON
Loudon County High

MADISON
Neely's Bend

MASCOT
Mascot

MEMPHIS
Charjean
*Douglass High
Keel
*Klondike
*Kortrecht
*Lester
*Melrose
Melrose High
Pine Hill
Sharpe

MURFREESBORO
McFadden
*MiddleTennessee State College Training School

NASHVILLE
Berry
Brick Church
Burton
Cameron High
Crieve Hall
C. T. Kirkpatrick
East Junior High
*Glendale
*Glenn
Glenview
*Hamilton
*H. G. Hill
Jones
Jordonia
Mc Gavock
Meigs
Murphy
Parmer
State Voc. School for White Boys
Tom Jay
Turner
*Una
Wade
Woodmont

NEWPORT
Tanner High

OLD Hickory
Stateland

PINEY FLATS
*Mary Hughes

POWELL
Powell

ROCK ISLAND
*Midway

ROGERSVILLE
Swift High

SODDY
*Soddy Jr. High

TYPTONVILLE
*Typtonville High

VONORE
*Citica

WEST NASHVILLE
*Gower

WHITES Creek
Alex Green

Texas

AMARILLO
Avondale
Elizabeth Nixson Jr. High
Lawndale
Olsen Park
Palo Duro High
Paramount Terrace

BELLAIRE
Braeburn

BORGER
Bunavista
Central
Coronado
Gateway

BROWNWOOD
Coggin
East

DALLAS
Anson Jones
Edwin J. Kirst
George Peabody
Lincoln High
N. W. Horllee
Preston Hollow
Reinhardt
Robert E. Lee

FORT WORTH
*Arlington Heights
*James E. Guinn
Mount Carmel Academy
Polytechnic
*Riverside
Sagamore Hill
*St. Mary's

GALVESTON
Booker T. Washington
Davy Crockett
Goliad
Rosenberg
Sam Houston
San Jacinto
William B. Travis

HOUSTON
Alcott
B. H. Grimes
Charles P. Shearn
David G. Burnet
DeChaumes
Hawthorne
Henry W. Longfellow
Highland Heights
Hugo Hartsfield
*James D. Ryan
J. P. Henderson
Lantrip
Lula M. Stevens
Matthew W. Dogan
M. E. Foster
Montrose
Peter Janowski
Piney Point
Sidney Sherman
Southmayd
*Theodore Roosevelt
Will Rogers

ORANGE
*Emma H. Wallace High
Lutcher Stark Sr. High
*Wallace
William M. Tilley

WICHITA FALLS
Alamo
Austin
*Ben Milam
*Bowie
Cunningham
Fain
Huey
*Lamar
*Travis

YSLETA
Ascarate
Cadwallader
Hacienda Heights
Loma Terrace
Marion Manor
North Loop
Ramona
Ranchland Hills
Ysleta
Ysleta High

Utah

CEDAR CITY
North

CEDAR VALLEY
Cedar Valley

CLEARFIELD
Clinton

LEHI
Lehi
Lehi High
Lehi Jr. High
Sego Lily

MIDVALE
Midvale
Midvale Jr. High School

OGDEN
*Madison
Polk

OREM
*Sharon

PROVIDENCE
Providence

PROVO
Maeser

SALT LAKE CITY
*Backman
*Bonneville
*Canyon Rim
*Columbus
Douglas
Emerson
*Franklin
Garfield
Grand View
Hawthorne
Hillside Jr. High
Holladay
*Irving Jr. High
*Jordan Jr. High
Lafayette
*Lincoln Jr. High
*Lowell
*Nibley Park
Oquirrh
*Riverside
Rose Park
*Vintah
*Wasatch
Webster
West High
Whittier
*Woodrow Wilson

WEST OGDEN
*Hopkins

Virginia

CHESTER
*Carver High

NEWPORT
Woodrow Wilson

NEWPORT NEWS
Paul L. Dunbar
Thomas Jefferson

WARM SPRINGS
*Warm Springs

Washington

CHENEY
Betz
Campus School

LAKE STEVENS
Mount Pilchuck

SEATTLE
*Bailey Gatzert
Broadview
Crown Hill
Highland Park
Maple Leaf

SPOKANE
*Hayford-School District #91

TACOMA
*Tacoma Voc-Tech.

Wisconsin

GALESVILLE
Galesville

KENOSHA
Durkee School
McKinley Jr. High

MANITOWOC
Sacred Heart

Middleton
Elm Lawn

RACINE
Garfield
Jefferson

SHEBOYGAN
Jefferson
Longfellow
Lyman
South Side Jr. High
U. S. Grant
Washington

WAUSAU
John Marshall

WEST DePERE
West De Pere Schools

Dr. Walter Cutter Succeeds Dr. Herbert Stack As Safety Center Director

DR. HERBERT J. STACK, director of the Center for Safety Education at New York University's Division of General Education since the Center's establishment in 1938, relinquished that post on August 31 to become program associate.

Dr. Walter A. Cutter, who has been associated with the Safety Center since 1942 and has served as assistant director for the past seven years, succeeded him.

In addition to being program associate at the Safety Center, Dr. Stack will continue as chairman of the department of safety education in New York University's School of Education. In these capacities, he will act as advisor to the Center's research personnel and to students working for advanced degrees.

Dr. Cutter, the new director of the Center, has been in charge of the Safety Center's extensive program of no-degree courses in industrial and traffic safety and its special courses for military personnel. He will also have the ranks of adjunct professor of industrial safety of NYU's Division of General Education and of adjunct professor of education, School of Education.

Before joining the staff of the Safety Center, Dr. Cutter was an education specialist with the Highway Safety Division in North Carolina. He also has been executive assistant director of the North Carolina National Youth Administration and is currently vice president for education and public safety, Inter-American Safety Council.

Dr. Stack, a nationally recognized leader in safety education for nearly 30 years, began his work in the field while studying for his Ph.D. at Columbia University. His doctoral dissertation, *Safety Education in the Secondary Schools,* was completed and published in 1929. In 1930, he established the first college course in safety education, at Columbia University. Today more than 300 colleges offer such courses.



Dr. Herbert J. Stack, left, and Dr. Walter A. Cutter exchange good wishes upon Dr. Cutter's taking over the position of director of the Center for Safety Education, New York University.

Dr. Stack received his bachelor of science degree in 1912 from the University of Massachusetts. Before going to Columbia he served in the public schools as a teacher, principal and supervisor.

An honorary doctor of education degree, one of the first honorary degrees recognizing leadership in the safety field, was awarded to him in 1953 by the University of Massachusetts. Other awards honoring Dr. Stack's contributions include a citation for 25 years of leadership and service by the National Safety Council in 1953 and the 1955 Arthur Williams Memorial Award of the American Museum of Safety.●

NSC Receives $175,000 Grant for State, Local Services

THE National Safety Council has received a grant of approximately $175,000 a year from the Automobile Manufacturers Association, the Association of Casualty and Surety Companies and the National Association of Independent Insurers.

The money is being contributed to finance expansion of the Council's activity in the formation and service of state and local safety councils.

Creation and strengthening of such state and local citizen groups to support public officials in bringing about greater traffic safety was the objective of the four regional conferences sponsored last year by the President's Committee for Traffic Safety.

The funds were presented to the Council through the Joint Automobile and Insurance Industries Committee on Highway Safety, and were accepted for the Council by General George C. Stewart, executive vice president.

"These funds," said General Stewart, "will enable the Council to double its present field service staff to approximately 20 men.

"It will also make it possible for the Council to comply with the many requests for aid in forming and improving state and local citizen safety groups that we have been unable to meet with our present limited personnel."

Developing a Safety Program

(Continued from page 18)

west coasts, there have been numerous instances of sympathetic handling of claims and suits in favor of plaintiffs in other areas of the country.

- Immeasurable costs of accidents are: temporary and permanent losses of the service of experienced and valuable personnel, lowered student and employee morale following accidents, and operational inefficiencies.
- Finally, and most important, is the opportunity for molding capable and responsible citizens. Information and skills, important as they are, are not the only benefits of higher education. Attitudes, appreciations, and modes of behavior are also important.

A comprehensive college or university safety program serves both to keep the student safe at college and to prepare the graduate for his leadership role in life.

The transition from student to family life, and professional or business employment is a rapid one. Safety knowledge and attitudes acquired in college will in large part determine the future safety of the graduate as a producer, citizen, and family member.

His safety knowledge and attitudes will also be transmitted to his family, his professional, business, and social acquaintances.

As a college graduate he commands respect, and the attitudes and practices he displays will be followed by others. Our college graduates are our leaders of tomorrow. They can also be our best salesmen of safety.

The question then, is, "What can colleges and universities do in the prevention of accidents, and in the preparation of students to assume their future responsibilities?"

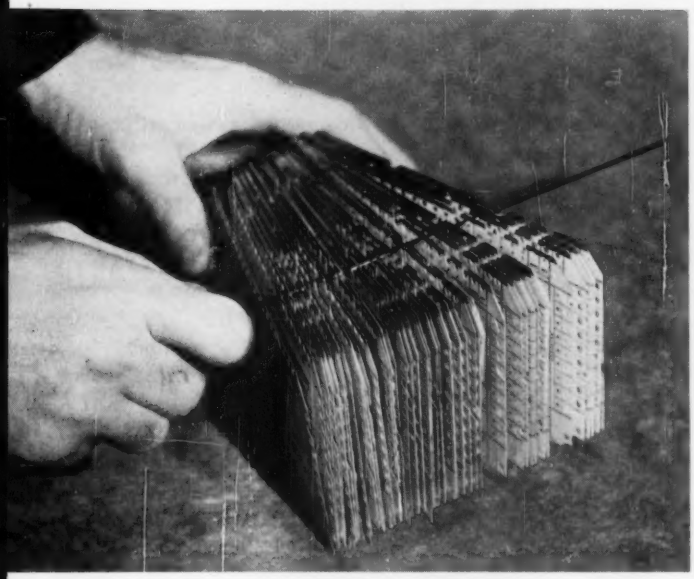
In outlining a suggested program, there are several guiding principles which should be considered:

- There is no "one" safety program. While a pattern may be detected in those colleges which have active, organized programs, details necessarily vary according to the location and size of the institution, organization, curricula and courses of study.
- Organized safety programs are as necessary in colleges as in huge universities. In fact the need for calling attention to the problem may be greater in a small college since needs and opportunities may not be as apparent.
- It is not desirable, nor possible, to differentiate strictly between "safety," the operational or environmental phase of accident prevention, and "safety education," the instructional or academic phase of teaching principles, knowledge, and skills.
- Indifference of administrators to the problem or opportunity is seldom due to lack of interest, but to failure to understand the extent of the problem and the opportunities presented, largely because of pressures of complex administrative tasks.
- The attaining of an effective program is not necessarily dependent on the expenditure of huge sums of money, although there will be times when some outlay will be required. A good program is largely a "doing" program, with everyone involved.
- The ultimate aim of the safety program should be to reach every individual, including staff, faculty, students, pupils in practice schools, tradesmen, and even visitors to the campus. Further, it should endeavor to make them all participants in the program.

A total college and university safety education and accident prevention program consists of a number of closely related phases. While these may be expanded or combined in a variety of ways, they may be summed up as follows:

1. The providing of a safe physical environment through the conduct of student, staff member, and visitor activities with the objectives of preventing accidents from occurring on and about the campus, while at the same time educating through individual example and the establishment of a model safety program.
2. The integration of fundamentals of safety in orientation and in courses of instruction and curricula in which the subject matter is related to safety or which incorporates skills or exposures with accident potentials.
3. Required and elective safety courses for students such as: driver education, water safety, first aid, laboratory safety and other subjects according to students' field of interests and activities.
4. Special courses to prepare students to become safety engineers, or safety specialists for work in traffic, industrial and public safety.
5. Special curricula and courses for teachers to enable them to teach general safety, driver education and other safety courses in schools and colleges.
6. Sponsorship and conduct of research in accident prevention, and the promotion of public safety programs through cooperative efforts with national, state, regional and local agencies and organizations.

An Experiment in Education for Democratic Community Living



Unit Number Six – Accident Records

Does Your Community *Back the Attack* on Traffic Accidents?

This unit is one of a series. *Unit Number One* is a general introduction to all units; *Units Two, Three, Four* and *Five* are on police traffic supervision, traffic ordinances, engineering and courts respectively. *Unit Number Seven*, on school traffic education, will be published in the November issue; *Unit Number Eight*, on public safety education, in the December issue, and *Unit Number Nine*, on safety organization, in the January, 1958, issue.

If you do not have the teacher's guide, a request on school letterhead, enclosing a stamped, self-addressed envelope, will bring it to you. Address the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois.

Back-the-Attack Lesson Unit Number Six

Prepared by Vivian Weedon, Ph.D., Curriculum Consultant, School and College Division, National Safety Council, Chicago, Illinois.

(Questions based on Sections One and Three of the *Annual Inventory of Traffic Safety Activities.*)

Sources of Information

Accident records are the basis of a traffic safety program. They point to the need for activity, and they furnish a measure of how well activities are succeeding. This being true, why do you think they are treated in *Unit Number Six* rather than in *Unit Number One?*

If we had arranged the units in logical order, we should have started with *Accident Records.* We arranged them, instead, in what we thought was psychological order. We started with an area everyone knew something about, the police. Ordinances, engineers, courts and police supervision all form a rather natural unit on official

(Continued on next page)

Accident Records

(Continued from preceding page)

action. School traffic education, public safety education and safety organization also form a rather logical unit on non-official action. Accident records may be thought of as the foundation upon which pillars of official and non-official action are built.

Do you think there is any point in collecting, tabulating and summarizing accident reports if the information is not being used to make your community a safer place?

Your accident records unit is probably in your police department. The way in which the records are kept are best known by those people. The information found through the keeping of the records will be published in various places such as community reports, newspapers and so forth. Your regular local sources, such as the school or community library, local safety council, your safety education supervisor, and your driver education teachers may always be helpful.

Available to your traffic accident records bureau from the National Safety Council for about 20 cents a copy is *Public Safety Memo No. 69* (Stock Number 329.01-69), which includes technical information for those keeping records and has attached to it the "Uniform Definitions of Motor Vehicle Accidents (Second Revision)" adopted by the National Conference on Uniform Traffic Accident Statistics and published by the Public Health Service of the U. S. Department of Health, Education and Welfare, Washington, D. C., 1956. TRAFFIC SAFETY, the National Safety Council's magazine on traffic safety, contains monthly reports on traffic accidents throughout the country and often contains special articles on accident records.

One caution, again—remember to have your questions well-organized and to be sure that only one group approaches each agency when you are asking questions of your community governmental officials, your community or school library, your local safety organization, newspapers, or your representative for the *Annual Inventory of Traffic Safety Activities.*

Words that will help you understand the *Accident Records Unit:*

data (Is this word singular or plural?)

tabulate	evidence	cross file
periodic	illumination	spot map
routine	collided	enforcement
admissible	serial number	agents
		personnel

A further hint: If you cannot understand any of the following questions, even though you think you know all the words, look up one or two of the key words in the dictionary. Sometimes a word has several meanings, and you may not know the meaning with which it is used in the question.

1. In what official department of your community is the central traffic accident records unit located?

2. What is the title of the person in charge of this unit?

3. Do any other official departments maintain a traffic record file? If so, which ones? What types of records do they keep? For example, are they duplicate copies of the original report; copies of routine summaries; copies of special accident studies or some other type?

4. Does your community have a definite budget (sum of money allotted) for taking information off the accident records? If not, how is the work paid for? How much money does it cost? How does this compare with the cost of traffic accidents in your community?

5. What type of accidents must be reported? Only fatal accidents? Non-fatal injury? Property damage if more than a certain amount of money? All accidents? Which accidents do you think ought to be reported? Why?

6. Does your community forward copies of accident reports to your state or territory accident records bureau? Do you think this should be done? Why?

7. What forms are used for collecting accident data? Do they agree with recommended forms? If not, are any steps being taken to improve the forms?

8. What methods of tabulating the data are used? Do you know of any other methods which might be cheaper and more accurate?

9. What use was made of the information taken from the accident records? Were reports made on a periodic basis; that is, monthly, quarterly (every three months), annually (once a year) or at some other regular time interval? Were special reports of pedestrian accidents made? To whom are these reports sent? Are such reports admissible as evidence in court?

10. Is a copy sent to the National Safety Council? If so, why? Would your community benefit by sending a copy to the National Safety Council? If so, how? Might other communities benefit by the fact that your report was sent to the National Safety Council? How?

11. Was the information in the accident reports made available for traffic engineering use; that is, for determining where to put up traffic signs and signals; change parking regulations, widen streets, improve illumination and so forth?

12. If so, what type of information was furnished?

a. spot maps?

b. listing of locations having many accidents?

c. diagrams showing how cars collided?

d. studies of accidents at intersections?

e. studies of accidents at special locations (bridges, underpasses, overhead crossings, railroad crossings, and so forth?)

f. studies of accidents before and after engineering changes had been made?

g. reports of accidents involving road defects, such as chuck holes?

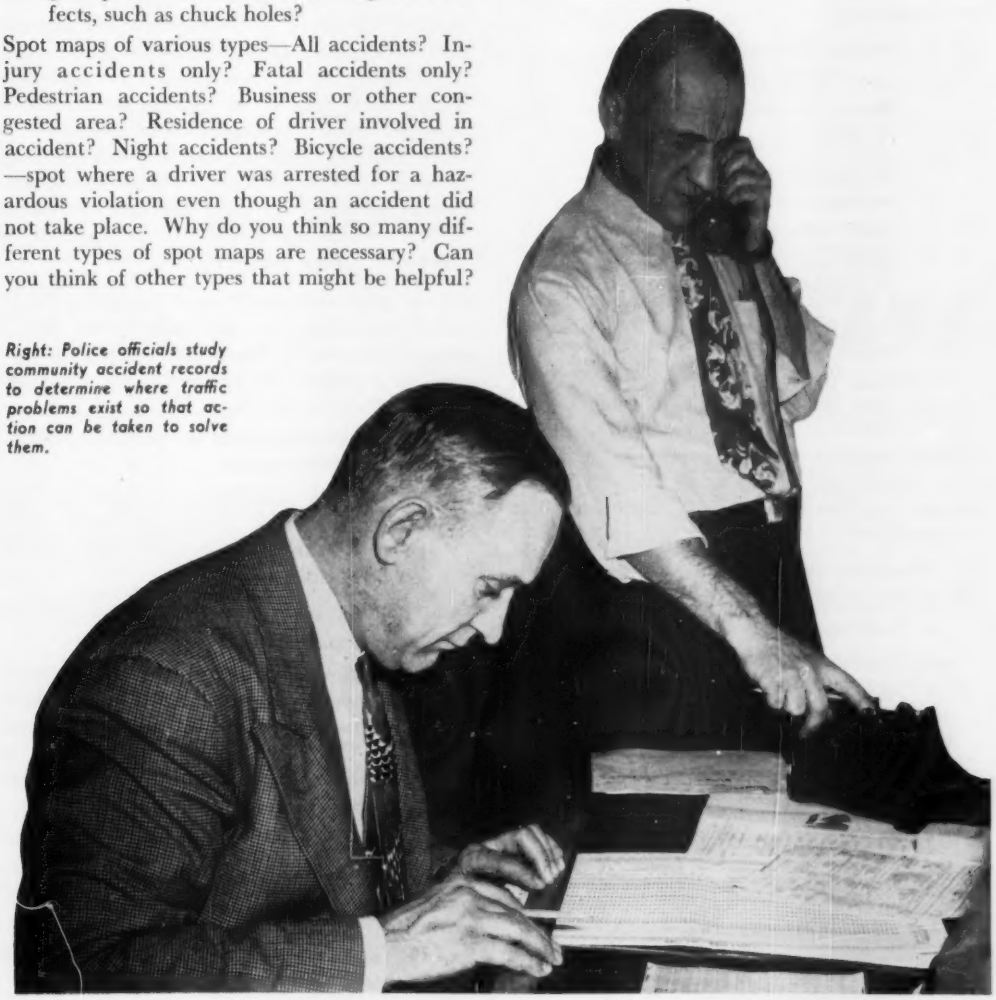
Spot maps of various types—All accidents? Injury accidents only? Fatal accidents only? Pedestrian accidents? Business or other congested area? Residence of driver involved in accident? Night accidents? Bicycle accidents? —spot where a driver was arrested for a hazardous violation even though an accident did not take place. Why do you think so many different types of spot maps are necessary? Can you think of other types that might be helpful?

13. Are the accident reports in your community filed for easy reference? If so, how are they filled and cross filed—by location of accidents? by serial number of accident report? by type of accident? by date of accident? by name of driver? by name of victim? Why do you think it is important to have accident reports carefully filed and cross filed? Can you think of other ways of filing that would be helpful?

14. Compare the definitions used in your community with those in the "Uniform Definitions of Motor Vehicle Accidents." A few sample definitions are given below:

Motor-Vehicle Accident—" . . . any accident involving a motor vehicle in motion that results in death, injury or property damage."

Motor-Vehicle Traffic Accident—" . . . any motor-vehicle accident occurring on a trafficway."



Right: Police officials study community accident records to determine where traffic problems exist so that action can be taken to solve them.

Motor-Vehicle, Non-Traffic Accident—"Any accident involving a motor-vehicle in motion which occurs entirely on private property or in any place other than a trafficway and results in injury, death, or property damage . . ."

Why is it essential to have such definitions uniform?

15. Are the accident records made available to those who can use the facts to inform the public; that is, to your safety council, representatives of newspapers, television and radio stations, service and civic clubs, churches, and so forth?

16. Did the accident records personnel provide the information or did the representative "dig" it out of the records himself?

17. If the accident records personnel provided the summaries, what type of information was provided?

a. routine summaries?
b. school child accidents?
c. bicycle accidents?
d. drinking driver accidents?
e. night accidents?
f. holiday accidents?
g. grade crossing accidents?
h. winter accidents?

18. Why do you think information about each of the above types of accidents in your community should be known by the people in your community? What other types of information do you think these people should have?

19. In what way was the information gathered through accident records furnished to the police who enforce the traffic laws? Why is it important that the enforcement officers have this information?

20. Which of the following were made available to the enforcement agency:

a. routine monthly summaries?
b. regular spot maps?
c. special spot maps?
d. special summaries by separate enforcement areas such as district or precinct?
e. other?

21. Was the enforcement agency furnished with comparisons between accidents and arrests on the following points:

a. hours of day—city-wide or separate enforcement area?
b. location of accident or arrest—city-wide or separate enforcement area?
c. violation causing accident or arrest—city-wide or separate enforcement area?

22. How many pedestrians were killed last year?

23. How many pedestrians had non-fatal injuries last year?

24. How many riders or drivers (non-pedestrians) were killed last year?

25. How many non-pedestrians had non-fatal injuries last year?

26. Find out the same figures for the past three years. Are deaths and injuries from traffic accidents increasing or decreasing?

27. Find out the number of traffic deaths and injuries (pedestrian and non-pedestrian) by months. Does this tell you anything about ways in which traffic accidents might be prevented?

28. If your community is cooperating in the *Annual Inventory of Traffic Safety Activities,* find out what recommendations are made under the section, "Accident Records." Is there anything which you as an individual can do to help get these recommendations adopted? Is there anything that you can do, with the help of other students, to help get these recommendations adopted? Is there anything the adults of the community can do to help get these recommendations adopted?

29. If your community is not cooperating in the *Annual Inventory of Traffic Safety Activities,* try to answer the above questions in the light of recommendations made for one community and given below:

"a. That more time be spent on processing accident records.

"b. That a program be initiated with coordinated official action and public support to secure more complete reporting of traffic accidents.

"c. That a standard or State accident report form be used.

"d. That monthly or quarterly accident summaries be prepared in addition to those now prepared annually. That National Safety Council forms *Traffic 3A* and *3B,* or their equivalent, be used for the preparation of accident summaries.

"e. That the manual, *Uniform Definitions of Motor Vehicle Accidents (Second Revision),* be followed in the classification of accidents.

"f. That a cross reference file by driver's names be maintained."

Views AND REVIEWS

How to Drive. **122 pages. 1957. American Automobile Association, Washington 6, D.C. $1.00.**

Prepared as a practical guide for adult drivers. Concise and readable, the booklet contains much of the present known information on economical, enjoyable and safe driving. Included are chapters on "Expressway Driving" and "Driving Cars with Automatic Transmissions." *How to Drive* is a completely new booklet and is not intended as a substitute for the AAA textbook for high school driver courses, *Sportsmanlike Driving.*

Health Teaching in Elementary Schools. **72 pages. 1956. Board of Education, City of New York.**

A thorough and very readable guide to the teaching of good health practices to the elementary school child, this booklet takes various aspects of health, shows how they can be practiced and emphasized, first, in the kindergarten to second grade age group, later studied in third to sixth grades.

Calling good health "a state of physical, mental and emotional well-being which enables the child to achieve the greatest satisfactions in his personal and social life," the booklet first takes into account the physical and emotional growth of children at various age levels, then suits the health teachings to those levels. Objectives in each health area are explained, suggestions made for teachers in developing lessons, specific learning experiences are listed, and a program for evaluation included.

Since safety practices are inextricably woven with good health practices, safety teachings appear in all of the chapters. One chapter, however, is specifically devoted to safety and first aid, with emphasis on developing (1) a cooperative attitude in helping to prevent accidents, (2) recognition of situations involving hazards, (3) habits of carelessness in every aspect of living, (4) safe use of toys, tools and equipment, (5) an awareness of the importance of first aid, and (6) wholesome attitudes concerning law and law enforcement officers.

Health and Fitness, **by Florence L. Meredith, B.Sc., M.D.; Leslie W. Irwin, Ph.D.; and Wesley M. Staton, Ed. D. Third edition. Boston: D. C. Heath and Company. 1957. $4.20. 441 pages including a glossary of terms used.**

This edition has retained essentially the same organization as the two preceding editions. There are 47 chapters which deal with every aspect of health, from bodily structure and functions, the senses, and disease, to healthful living, mental health and a study of community and school health programs and organizations.

As in the previous book, safety is discussed frequently as a prime part of the health picture, and there is an entire unit of four chapters which cover accident hazards and safe living, first aid, allergies, venoms, harmful use of medicines and habit-forming drugs, and cancer.

Study guides at the end of each chapter are designed to help the student link the text with his personal experience. These end-of-chapter materials provide topics for discussion, review questions and activities for students of different abilities. A teacher's manual is available.

Extremely readable, it stresses the individual's responsibility not only for his personal health but also for community health problems.

Susan's Happy Year, **by Robert H. McKay and Bertha Mae Cox. Dallas: Banks Upshaw and Company. 1957. 210 pages.** ***Review by Vivian Weedon, Ph.D. curriculum consultant, School and College Division.***

This third grade book ties safety into sound mental health principles. It reflects the author's knowledge of boys and girls at this level.

(Continued on page 42)

SAFETY PATROL

RAINCOATS



With Distinctive

PATROL EMBLEM

High Visibility YELLOW Rubber Raincoats with Matching Cape Cap. Completely Vulcanized and 100% Waterproof. Attractive Safety Patrol Emblem on Coats (as pictured) lends Distinction and Authority. Sizes 12 to 20.

- **PATROL SUPPLIES** *Patrol Badges, Belts, Armbands, Flags, Headwear, Footwear.*
- **CROSSING GUARD** *Raincoats, Stormcoats, Headwear, Belts and Badges.*

Samples on Request

WRITE FOR SAFETY PATROL BROCHURE

Conney Products Co.

FOND DU LAC, WIS.

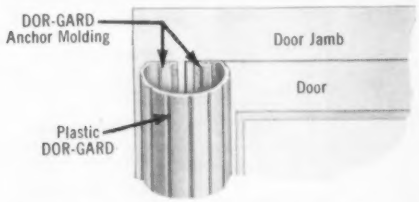
"Finger Proof"
Your Doors with *DOR-O-MATIC*
DOR-GARDS®



DOR-GARDS is the trade name for finger guards which protect against mashing or mangling of careless fingers and hands (especially children's) in the closing space between doors and frames.

There is no question of negligence . . . no liability . . . no drawn-out lawsuits . . . no settlements running into hundreds, thousands of dollars *because* DOR-GARDS *prevent accidents from happening.*

Works on ALL types of doors . . . long lasting vinyl . . . won't crack . . . easy to install . . . nothing shows but the DOR-GARD. Designed and developed by makers of the famous DOR-O-MATIC INVISIBLE DOR-MAN automatic door operators and concealed in the floor DOR-O-MATIC MANUAL DOOR CONTROLS.



WRITE today for complete information on DOR-GARDS *and name of dealer nearest to you.*

8031

DOR-O-MATIC division of REPUBLIC INDUSTRIES, INC.

7372 West Wilson Avenue, Chicago 31, Illinois

Views AND REVIEWS

Clever use is made of photographs illustrating both correct and incorrect practices and calling for the child to explain the reasons for the rules.

The book would be of more national value had it been checked for conformance with recommended procedures, particularly in regard to the school traffic safety patrol.

Fun On A Bike. **Chicago: National Safety Council. Two colors. 10 to 99 copies, eight cents each. 100 to 999 copies, .039 each, reduced prices for larger quantities.**

This eight-page booklet is the new edition of a former booklet, *Sammy Sprocket Says,* containing rules for safe bicycle riding, instructions on how to safety-check your bike and demonstrating hand signals to be used when riding a bike.

We Took Heed of An "Ill Wind"

(Continued from page 7)

warning in five years of the safety problem inherent in several of Pittsburgh's antiquated public school buildings.

"There is no desire on our part to alarm the public. With adequate precaution, it may be that there will never be another fire or disastrous windstorm in the history of Pittsburgh's schools. But so long as the old buildings remain in use, the risk will be there."

Superintendent Dimmick concurred. In his *Newsletter* editorial, he likewise commented on the need for replacing combustible buildings, concluded with an exhortation to school personnel concerning safety, as follows:

". . . the staff of every school should be alert at all times to possibilities of danger. We should exercise every possible safety precaution. We should adhere strictly to all fire and safety regulations, particularly to the use of such facilities as auditoriums and assembly rooms above the first floor. Above all, we should conduct regular and thorough fire drills in all schools."

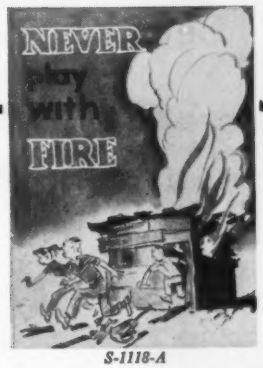
Within two weeks after the fire, the Long-Range Planning Committee of the Board of Public Education was re-convened after a year's inactivity. This committee went to work immediately to establish a schedule for the replacement of antiquated school buildings at an accelerated tempo.

Thus, the Bellefield School fire was not really an "ill wind that bloweth *no* man good." Out of it grew a renewed interest in safety, particularly fire safety. And out of it also grew increased recognition of the need to avoid safety hazards by providing modern, fire-resistive school buildings●

OCTOBER 1957

Lower Elementary

safety lesson



S-1118-A

Exit Drills

Draw a line under the correct word or words.

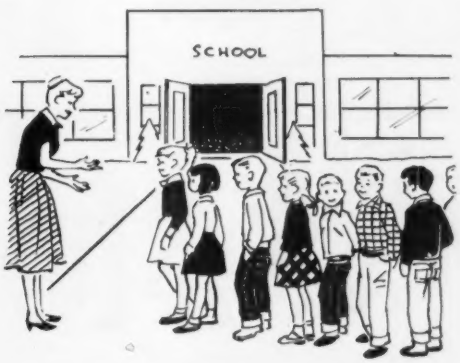
1. When the fire alarm rings, we (walk, run) to the nearest exit.



2. We should (open, close) the door to our room when everyone has gone.



3. After the teacher checks the roll, we (return to the building, wait with our group until the teacher tells us to return).



4. We use (candles, flashlights) to light our jack-o-lantern.

5. Our Halloween costumes (are short, drag on the floor).



Answers: 1. walk; 2. close; 3. wait with our group until the teacher tells us to return; 4. flashlights; 5. are short.

Prepared by Miss Ruth Jewell, State Music Consultant, State Department of Public Instruction, Raleigh, North Carolina. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities.

Let's Campaign Against Fire Hazards

Mark an X on the pictures that are right. Tell why you marked them.

1. Which child is doing the correct thing?

A.

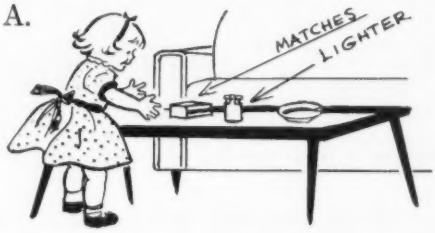


B.

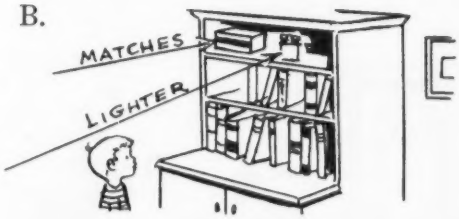


2. Which picture shows the correct place for matches and lighter?

A.



B.



3. A. We can help Father rake the leaves, but we must let him burn them.



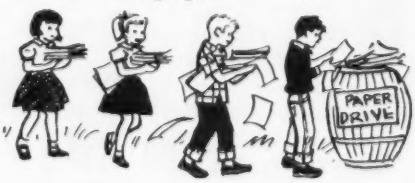
B. We will burn these leaves and surprise Dad.



4. A. Let's put these magazines in the closet so our room will look neat.

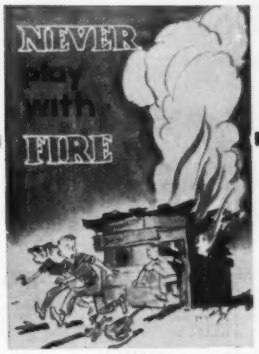


B. Let's give these magazines to the paper drive.



Answers: 1. The child who is cooking only when an adult is in the kitchen. 2. Matches and lighter on shelf away from small children. 3. Children putting leaves in burner but not burning them. 4. Children giving magazines to the paper drive.

Printed in the U.S.A. 461.03—1107



S-1118-A

OCTOBER 1957

Upper Elementary

safety lesson

Exit Drills

Circle the correct picture. Underline the correct sentence.

1. Mary has a cold. The fire bell rings. She (a) stays in her seat because she doesn't want to get chilled; (b) immediately gets in line with the others.

A.



B.



2. The children find the nearest exit blocked. They (a) go around the block and out the door; (b) reverse direction and go out another door.

A.



B.



3. When the teacher calls roll outside the building, we should (a) stand in an orderly line; (b) talk and play because we are outside.

A.



B.



4. If we smell smoke in school, we should (a) pull the fire alarm and reach for the extinguisher; (b) tell our teacher or the nearest adult.

A.



B.



Answers: 1. b, B; 2. b, B; 3. a, B; 4. b, B.

Prepared by Miss Ruth Jewell, State Music Consultant, State Department of Public Instruction, Raleigh, North Carolina. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities.

Some Things To Do

1. Make a list of rules for your room to follow in an exit drill.

2. Make a check list for your own home, checking carefully for fire hazards.

3. Help your parents and your teacher in a clean-up campaign to remove fire hazards both at home and at school. How could a fire start from waste material?

4. Make posters with such exit drill instructions as the following:

Walk	Don't Run
Quiet	No Talking
Keep Calm	Don't Push
Think	Walk Quickly

5. Make a mural on Fire Safety.



Is this a good way to celebrate Halloween? Why?

We are going to turn our tricks or treats into a paper drive for our school fund. Make a list of some safety rules we must follow in collecting the papers.

Draw a picture of a child doing the correct thing after his clothes have caught fire. Draw one showing the wrong thing to do.

Use these words to help you:

Child	Blanket
Flame	Rug
Running	Rolling
Smother	Oxygen
Heat	Fuel

Printed in the U.S.A. 461.03—2107

OCTOBER 1957

Junior High School

SAFETY LESSON

Fire and Firearms



S-1119-A

This Is the Season!

In the poster picture above, carelessness prohibited the enjoyment of hunting, and was responsible for the waste of many acres of timber. This is the time of year when *special* attention must be exercised in regard to fire—and firearms. During the



fall season, hunters will be taking to the woods and using campfires; people will be raking leaves and burning them; heating systems and fireplaces will start being used. Yes, autumn is the season for fire and firearms safety. Start now to "Back the Attack" on fire and firearms accidents!

Fire

The fire accident problem is one of the most serious problems faced by the American people. *Each day* over 1,000 homes are damaged or destroyed by fire. These damaging fires are not set deliberately—they start through carelessness. In order to understand how serious this problem is, follow these suggestions.

1. Divide into groups of three or four and visit your school or public library. Select the newspapers for your community for one week's time—each group selecting a different paper.

2. Scan the newspapers for articles dealing with fires.

3. Copy down the following information from the newspapers:

   a. The date the fire occurred;
   b. The kind of fire—house, forest, business, etc.;
   c. The estimated damage in dollars and cents;
   d. A description of the injuries and deaths;
   e. The cause of the fire.

4. Tabulate the data obtained in "3" above.

5. Prepare a series of posters to center the attention of your fellow students on the fire problem. For example, the first poster might present the information you obtained from the newspapers featured under a "Did You Know?" caption. The following posters might represent a series of careless activities that caused the fires.



6. Secure permission from your teacher and principal to hang a different poster each day in a conspicuous place in school.

7. Conclude your project with an assembly program on fire prevention. Short skits, a talk by the local fire chief and a talk by a local safety council representative should be part of the program.

Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Fla. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities.

Firearms

What is being done about teaching firearms safety? At what age should a boy or girl be taught gun safety? Who should teach gun safety? Some answers to these and other pertinent questions can be obtained by completing the following assignment.

Library Assignment

Read the article on Page 131 of *Life* Magazine dated March 26, 1956, and answer the following questions:



1. How many U. S. children under 15 years old were killed in firearms accidents in 1954?____

2. What prompted the gun safety course in Indiana?____

3. What two safety measures does Rankin stress?____

4. How many children took the safety course in one year?____

5. According to the National Rifle Association, what should children learn about a gun?____

6. What is the "breech" of a gun?____

7. According to the article, what causes practically all firearms fatalities among children?____

8. What is your opinion concerning such a training program?____

What Can You Do?

Many high schools like yours are already offering elective courses to students to prepare them for proper use of firearms. For example, Enosburg High School in Vermont offers a course on the practice and fundamentals of firearms safety. The Graveraet High School of Marquette, Michigan, offers a course which includes gun safety, gun care, first aid, map orientation, etc. In the foregoing states, hunting is extremely popular. Although hunting may not be as popular in your state, the need to promote firearms safety exists in every state.

You can do *your* part to promote safety in your school and community. Here are some suggestions.

1. Ask the "hunters" in your **class** to develop a lesson on firearms safety. For ideas and materials to include in the lesson, contact the following sources:

   a. The National Safety Council, School and College Division, 425 No. Michigan Ave., Chicago 11, Illinois.

   b. The Sportsmen's Service Bureau, 250 East 43rd St., New York 17, N. Y.

   c. The National Rifle Association of America, 1600 Rhode Island Ave., N.W., Washington 6, D. C.

   d. A representative from your local sporting goods store.

   e. A representative from your local safety council.

2. Present an assembly program on gun safety. Ask a group from the science and math classes to present information on those aspects of gun safety that pertain to science—i.e., muzzle velocity, powder charge, trajectory, etc.

A group from the social studies class can present information on the existing laws regarding the use of firearms. They can also point out areas where new laws are needed.

A group from the English class can present a dramatic skit on firearms safety.

Excellent films may be obtained from the Sportsmen's Service Bureau (address shown above). The films are entitled, "The Making of a Shooter," and "Shooting Safety." The films are free and are 16 mm sound and color. The only cost is the cost of mailing the films both ways.

3. Develop a series of posters for display in your school. The art teacher can advise in the art work, and the English teacher can help with the slogans.

Printed in the U.S.A. 461.03—3107

OCTOBER 1957



Senior High School

SAFETY LESSON

Fire and Firearms

Sport or Tragedy?

In the poster picture above, we see the results of negligence—acres of timberland and hunting area destroyed because someone was careless. Also, there is a *potential* danger shown—firearms. Hunting and target shooting are fine sports, but the person using the gun must follow strict safety rules. Otherwise, a fine sport may turn into a needless tragedy.

Let's examine these two areas—fire and firearms—and see what can be done to "Back the Attack" on accidents.

Beat "The Flame"

Shown below are several dangerous situations. In the blanks provided, indicate (a) what safety rule is being violated, and (b) how the situation could be remedied.

1.



A. _____

_____

B. _____

_____

2.



A. _____

_____

B. _____

_____

3.



A. _____

_____

B. _____

_____

(Continued on following page)

Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Fla. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities.

4.



A. _____

_____

B. _____

_____

5.



A. _____

_____

B. _____

_____

Don't Be the Cause

Here is an excerpt from a recent periodical.

"Mrs. _____ related the following:

"My daughter, the mother of two girls, was a victim of careless hunting. Three men were deer hunting at night—spot-lighting. My son-in-law had moved a trailer house into some cut-over timber. My daughter was washing the dishes when a bullet hit the trailer house. She ran behind her husband's chair where another bullet struck her in the breast. At first, they thought it was a hold-up, so my son-in-law tried to blow out the light. Before he got it out other bullets struck the trailer, one almost killing the baby.

"You see the hunters were quite a way off and saw the little light in the trailer window. A tree divided the light so that it looked like deer eyes.

"The men were so frightened they started to run, but my son-in-law caught them. They were fined $1,000 each and given five years in prison. But my son-in-law felt so badly about his home being broken up, he had them pardoned."

Panel Discussion

Ask four or five classmates who have had experience as hunters to form a panel to discuss the following questions in regard to the tragedy described above.

1. What is "spot-lighting?"
2. Is "spot-lighting" legal?
3. What is the carrying power of a deer rifle—how far will the bullet go and what thickness of wood will it penetrate?
4. What are some of the difficulties of shooting at night in regard to accuracy?
5. Was the legal punishment for the hunters too strict or too lenient?
6. Why did the husband have the hunters pardoned? If you had been the husband, how would you have reacted?
7. How do you think the tragedy affected the three hunters?
8. What safety rules were violated by the hunters?
9. Describe some safety violations you have observed in regard to the handling of firearms.
10. Does your state have any legal provisions for training hunters in gun safety before issuing them licenses?

Follow Up Project

1. Develop a set of safety rules for firearms and letter them on a large poster. Hang the poster on your bulletin board.
2. Have a clipping describing a firearm accident read aloud in class each day. Check your library newspapers and magazines and the periodicals you have at home.
3. After the clipping has been read, place a check on the poster after the rule or rules violated.
4. At the end of two weeks, write an article for your school or local paper describing your project and your findings.

Printed in the U.S.A. 461.03—4107

Bulletins

Scout *Good Turn* project book published

Live for Tomorrow, the official Boy Scout Safety Good Turn project book, will be ready for distribution about November 1, according to Boy Scouts of America officials.

The book prepared for the Scouts' year-long emphasis on safety during 1958, will be used by Scouts and Scout leaders to carry out a number of specific safety projects.

Three main areas of safety interest get special attention in the publication: traffic (March, April and May); outdoor (June, July and August); home (September, October and November), and winter and holiday (December).

Accompanying each chapter is a list of agencies and resources which may be consulted for additional safety information as well as a list of specific safety projects for the Boy Scouts.

Already distributed to Scout and safety leaders is a Council guidebook designed to inform leaders of the Safety Good Turn project. A new safety merit badge manual is being prepared and will be available about January 15, 1958.

September is "red cap month" . . .

The Izaak Walton League of America is emphasizing the importance of firearm safety during September, in connection with the League's "Red Cap Month" activities. The red cap is symbolic of hunting safety.

In addition to gun safety, the organization is focusing attention on four other important objectives: (1) to promote respect for the rights of property owners by hunters; (2) to call attention to the legal and moral laws of hunting conservation; (3) to encourage prevention of range and forest fires; and (4) to help perpetuate hunting as a national sport.

refrigerator release law passed . . .

October 30, 1958, is the deadline set by the government by which all refrigerators manufactured and introduced into interstate commerce must be equipped with a safety device enabling trapped children to escape.

Specific release devices are not described or prescribed in the law, which was passed by the 84th Congress. The law does, however, require that all such devices meet at least one of three performance requirements: (1) A force not greater than 15 pounds exerted near the latch edge of the door from the inside will release the door; (2) a turning pressure of not more than five pounds applied to a knob similar to a conventional door knob will release the door, or (3) an automatic device that permits the door to be opened whenever interior spaces are created which might permit a small child to enter.

scholarships offered for safety study . . .

The Center for Safety Education at New York University has offered three new graduate fellowships of $2,200 each. The grants were given the Center by the Esso Safety Foundation to prepare persons for leadership in the field of traffic safety.

Under conditions of the Esso grants, applicants must be from the following states only: Maine, Vermont, Rhode Island, New Hampshire, Massachusetts, Connecticut, New Jersey, Pennsylvania, Delaware, Maryland, Virginia,

(Continued on next page)

for

SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.



We can furnish the Sam Browne Belts in the following grade — adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at $15.00 Per Doz. $1.50 each small lots.

3¼" ARM BANDS Celluloid front—metal back. Web strap and buckle attachment.

No. 33 Blue on white JUNIOR SAFETY PATROL.

No. 44 Green on white.

SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN

Per Dozen ..... $5.00 Lots of 50.....28c each
Lots of 25.....30c each Lots of 100.....25c each

SIGNAL FLAGS—12x18 Inches

Red cotton bunting, white lettering, "SAFETY PATROL." Per dozen.....$6.00 Less than dozen.....$1.00 each

Write for our Safety Patrol Circular

OUR RECORD 57 YEARS

AMERICAN BADGE COMPANY

129 West Hubbard, corner La Salle, Chicago 10, Ill.

Bulletins

(Continued from page 51)

West Virginia, Arkansas, Louisiana, and the District of Columbia.

In addition, the Center announced that its six annual assistantships were increased to $2,200 each. These grants, named after deceased leaders in the safety fields, are to promote advanced study in safety education and accident prevention.

For further information about these grants, write the Center for Safety Education, New York University, Washington Square, New York 3, N. Y.

chart students' routes to school . . .

"Excellent results" were reported from schools in Long Beach, California, which use maps to chart the safest routes for students to follow to school.

The maps were designed by the city traffic engineer in cooperation with the schools and financed by the local Safety Council. There is a map for each of the city's 64 schools. Each map shows the entire school area, streets and crossings. Arrows follow every possible route students will take and indicate the safest places to cross intersections and streets.

These maps are sent home with the students. A card is signed by the parents to signify that they have seen the map. A note on the map asks parents to chart with a bright crayola the best route for their children to take, and suggests they walk this route once to point out traffic control features such as signs, crossing guards, and signals.

James A. Worsham, manager of the Long Beach Safety Council, said: "Besides reducing hazards, the maps eliminated many complaints and inquiries from parents about their children's safety going to and from school."

N. S. C. president honored . . .

Ned H. Dearborn, president of the National Safety Council, was honored recently for his contributions in safety education by the Pennsylvania Association for Safety Education.

Mr. Dearborn was presented with an award —the first time the association has honored a person holding a position outside of Pennsylvania. The presentation was made in Mechanicsburg, Pa.

In honoring Dearborn, the association honored a home-state man; the retiring president was born and attended school in Pennsylvania.

All Roads Lead to Chicago

(Continued from page 9)

dren who are transported to and from school daily on school buses, and the accident problems thereby presented, the school bus safety program is an important link in the school safety picture. A full two days of meetings have been scheduled for school bus supervisors at the Congress. On Tuesday, discussions will center around solutions to school bus accident problems. On Wednesday morning, Robert G. Hayes, assistant superintendent in charge of transportation for the Cook County schools, Chicago, will speak on "New Safety Problems from the Expanding Use of School Buses in Urban Areas." Later, there will be a symposium on the National School Bus Program of the National Safety Council, what it is and what it means to (1) a state department of education, (2) a state motor vehicle department, (3) a county supervisor of school transportation and (4) a school bus driver.

Significant research contributions in safety education will be explored at a Thursday morning session sponsored by the Research Committee of the School and College Conference. Four doctoral studies representative of the research that is being doing today will be outiined in a symposium led by Ray O. Duncan, president of the American Association for Health, Physical Education and Recreation of the National Education Association.

School and College sessions of the Congress will end on Thursday with a luncheon which will feature a talk by Vaughn Gayman, director of publicity for Loras College, Dubuque, Iowa, and a key figure in the college's safety program, on "Meat, Potatoes and Dessert in Your Safety Menu." Mr. Gayman will show ways of putting life into the school safety program.

If you're looking for help on a problem you have in safety in your school or school system—if you want to discuss your ways of doing things with others who are also seeking utmost safety and dynamic safety education programs in the schools—if you're looking for new ways of teaching an important subject—safety, you must not miss the School and College sessions of the National Safety Congress. The largest school safety meeting of the year, it has been designed *by* safety educators *for* safety educators, with *you* in mind.

Be sure to get your reservation in as soon as possible in order to ensure your space at the hotel. Write the School and College Division, National Safety Council, 425 No. Michigan Avenue, Chicago 11, Illinois. We'll be looking for you!●



Parents ~~WANT~~, *demand* a WELL EQUIPPED Safety Patrol . . .

That's where we can help . . .

Graubard's Equipment is nationally known as the school safety patrol equipment "That Promotes Safety". It does this by fulfilling both of the conditions essential to a really effective Safety Patrol.

First, it gives each patrol member a definite sense of responsibility and a pride in doing his job well.

Second, being "Standard Equipment" it is recognized by school children and motorists alike, assuring their respect and cooperation.

Take the time to check your safety patrol today! Look over the many "standard" Safety Patrol Equipment items listed below and be sure your patrol members are properly uniformed and ready to perform the vital task of protecting your children, in all kinds of weather! . . .

Samples Submitted Upon Request Without Obligation

SAFETY PATROL EQUIPMENT CHECK LIST

Belts	Raincoats	Corporal Digbys
Caps, Helmets	Capes	Trafficones
Badges	Caution Flags	School Warning Signs
Arm Brassards	Merit Awards	Traffic Control Signs
Emblems	Boots & Overshoes	Other Items

WRITE FOR OUR LATEST CATALOG

GRAUBARD'S Note New Address 236 High Street Newark 2, N. J.

"America's Largest Safety Patrol Outfitters"

Don't turn your back...



...on a good thing

Come to the

National Safety Congress
School & College Sessions

October 21-25

Morrison Hotel

Chicago, Illinois

See High School Driving Economy Run—closed circuit TV i safety and driver education—Northwestern Traffic Institut —hundreds of safety exhibits of equipment for use in you school safety program.

Hear about outstanding school safety programs that you migh adopt—nationally recognized safety educators tell of lates safety developments in elementary schools, fire preventio and protection, physical education and recreation, shop and laboratories, school transportation, driver educatior campus safety and other subjects.

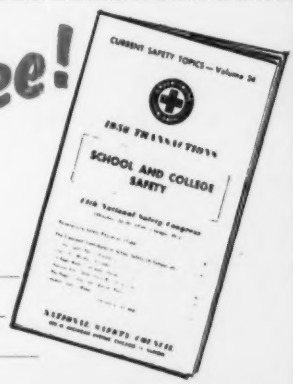
Take Part in informal, group "buzz" sessions, panel discussions an get-togethers, by telling of your experiences and problems Consult with people who have faced similar situations Give ideas—*get* ideas!

FILL OUT COUPON

School & College Division,
National Safety Council
425 N. Michigan Ave.
Chicago 11, Ill.

Please send me full information about the School and College Sessions of the 1957 National Safety Congress and Exhibition, including preliminary program and hotel reservation form, and a free copy of the transactions of the 1956 School and College Sessions.

Free!



Name_____ Title_____

School_____

Address_____

City & State_____

411.03—107